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ABSTRACT

Two basic problems prompted this study: that teachers need continuing professional assistance and that university professors involved in teacher preparation programs need continuous exposure to the real world of schools to maintain relevant university programs and courses. The project was intended to provide pilot work concerning the action goals for professional training in Illinois. Fourteen former students in Elementary Education 423--Teaching the Language Arts--who were also first year teachers (FYT's) were asked to fill out and return evaluation forms on the Southern Illinois University at Carbondale teacher education program and on the Elementary Education 423 course. Project directors (PD's) visited the FYT's a maximum of three times each during spring quarter, 1973. At the end of the quarter, the FYT's were asked to evaluate the follow-up project. Evidence showed that the PD's effected change in the FYT's through ideas, demonstration teaching, and materials. Respondents favored expanding the program in the future. A bibliography and appendixes containing project materials are included. (JM)

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PROFESSIONAL COMPETENCIES IN FIRST YEAR TEACHERS:

PROJECT FOLLOW-UP

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FINAL REPORT

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FINAL REPORT

A PROPOSAL TO IMPLEMENT A FEASIBILITY STUDY TO INVOLVE
TEACHER EDUCATORS IN THE DEVELOPMENT OF PROFESSIONAL COMPETEN-
CIES IN FIRST YEAR TEACHERS: PROJECT FOLLOW-UP.

Introduction

De Carlo and Cleland (1968) cite research indicating a
grave need for continuing the education of teachers through in-
service programs. They stress that the programs should be
specifically related to individual teacher's needs and profes-
sionally planned. In addition, Smith, et al. (1970), Waynant
(1971), Harris (1966), Conlin (1967), Williams (1966) echo
concerns for the nature of and effectiveness of pre-service
and in-service teacher education programs. Summarizing such
concern is Lowry (Asher, 1967) who states:

The work of making good teachers must be
carried forward steadily because of the
immaturity of teachers entering the field,
the unevenness of their preparation,
the singular lack of external stimulus con-
nected with the practice of the profession,
the complex nature of the work that must
be entrusted to even the poorest teacher,
the profound injury that results when the
work is badly done, and the constant
change in curriculum and materials.

Numerous additional research projects and professional
points of view support the importance of continuing education,
i.e. FOLLOW-UP, for teachers. This will be further substantiated
in the review of literature.

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Statement of the Problem:

This study was concerned with two basic problems indigenous to teacher education programs:

- 1) Teachers need continuing professional assistance, and
- 2) University professors involved in teacher preparation programs need continuous exposure to the real world of schools in order to keep university courses and programs relevant.

The project was important to the College of Education Teacher Education program in view of the NCATE Evaluation team report (1971). That report states that evaluation procedures used by the College of Education in preparation of that report need to be expanded. They recommended an on-site, indepth, follow-up of students in the field.

The development of Action Goals for the Seventies by the Office of the Superintendent of Public Instruction, State of Illinois, mandates immediate attention to this problem.

This project is directly related to three action objectives for professional training as stated in Action Goals for the Seventies: An Agenda for Illinois Education, (OSPI: Bakalis, 1972). Those three related action objectives are:

Action Objective #4

BY 1976, A PROFESSIONAL RENEWAL AND DEVELOPMENT SYSTEM WILL BE IMPLEMENTED TO PROVIDE ALL PROFESSIONAL PERSONNEL WITH CONTINUOUS TRAINING AND RETRAINING.

1. Local training and programs for elementary, and post-secondary personnel will be redefined and developed for all professional personnel.
2. By 1975, certification requirements will be

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revised to include professional renewal and development for all professional personnel.

Action Objective #5

BY 1976, ALL FACULTY RESPONSIBLE FOR PROFESSIONAL EDUCATION WILL PARTICIPATE DIRECTLY IN AN ELEMENTARY OR SECONDARY SCHOOL PROGRAM AS PART OF THEIR REGULAR ASSIGNMENT AT LEAST ONCE EVERY TWO YEARS.

1. By 1973, each college or university, in cooperation with individual school districts, will make arrangements for the professional experiences for each of its faculty members.
2. By 1974, this program will be initiated so that by 1976, all faculty will have had an opportunity to participate at least once.

Action Objective #6

BY 1976, ALL PROFESSIONAL PREPARATION PROGRAMS WILL INCLUDE A ONE-YEAR INTERNSHIP PRIOR TO FULL CERTIFICATION.

1. Model internship programs will be planned and tested by local districts and universities in various areas of the state by 1973.
2. By 1974, certification requirements will be revised to include the internship provision.

For years universities have been accused of "ivory-towerism" particularly in terms of teacher training programs. One current theoretical solution to this problem has been proposals to establish the "university without walls." Most relevant to this project was an announcement by Dr. James Holderman (1972) proposing the initiation of such a college, Lincoln College, within the state of Illinois. Another attempt to make programs more relevant for students has been the concept of a five year teacher education program

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and/or the initiation of one year resident-intern programs. (The latter approach may or may not involve the university teacher education personnel.) What goes on in university teacher education programs must relate to what happens in the elementary and secondary schools; SIU-C can achieve "wall-lessness" without creating a new university by allowing faculty members time to go to the schools and participate in elementary and/or secondary school activities. Perrone and Strandberg (1971) and Doggett (NEA, 1966) suggest that the university and the non-university communities have much to gain by cooperative efforts. This project was designed and intended to be mutually beneficial to the university and non-university communities.

Objectives of the Project

1. To provide former students with specific, on location, individualized assistance in the implementation of teaching methods and materials; i.e. to help first year teachers implement facets of their pre-service program.
2. To help teachers identify problems that could be investigated independently (without credit) or as a part of a (for credit) continuing education program.
3. To provide the university professors with an opportunity to work with teachers and pupils in the elementary schools

in order to foster an awareness of current, specific and general problems in the elementary schools.

4. To provide feedback for the continuous evaluation of the university's teacher education program.

5. To provide a service to former students and to the communities in which they work.

Delimitations

The following delimitations were imposed upon the study:

1. The participants were limited to first year teachers who had been students in Dr. Quisenberry's or Dr. Shepherd's El. Ed. 423 classes during the 1971-72 school year.
2. Participants had to be in a school system located within 85 miles of the SIU-C campus.
3. The subject matter in which the teacher received help was limited to the area of language arts.

Chapter 2

REVIEW OF PERTINENT LITERATURE

This review of pertinent literature will document the two basic premises underlying the project: 1) teachers need continuing professional assistance, and 2) teacher educators need to participate directly in school programs.

The need for continuing teacher training beyond the pre-service level is often stated; recent research indicates the need to begin a special kind of training during the first year of teaching.

Waynant (1971), Harris (1966), and Smith, et al. (1970) all make specific reference to the inadequacy of pre-service teacher education programs and advocate in-service programs. While others do not criticize the pre-service programs, they strongly advocate the provision of in-service programs for teachers (Asher, 1967; Conlin and Haberman, 1967; Chern, 1968; De Carlo and Cleland, 1968; Maddox, 1970; Roberson, 1969; Schiffman, 1969; Shannon, 1969; Westby-Gibson, 1967).

Current popular writers in the education field such as Kohl, 1968; Kozol, 1967; Decker, 1969; Greene and Ryan, 1967; and Kaufman, 1966, dramatically point out the problems that first year teachers face. Conlin and Haberman (1967) cite as problems in in-service education: Reluctant teachers, fearful teachers, and "changing experienced, 'model' teachers". . .

leading to the conclusion that in-service programs should begin as early as possible and be as helpful as possible. Directly related to this are the results of a study by Smith, et al. (1970) which found that first year teachers, especially, desire to have individual, in-service, conferences with a specialist.

Type of Programs Needed:

Current concepts of in-service programs are being challenged. Waynant (1971) cites evidence indicating that in many instances teachers have found in-service programs threatening, confusing, irrelevant, and unrelated to teachers' interest, wishes, and strengths. Shannon (1969) argues for radically different styles of in-service education. Smith, et al. (1970) reports research which indicates that teachers have differentiated preferences relative to the nature of in-service education:

- first year teachers desire individual conferences,
- teachers with 2 or more years of experience were more interested in non-credit classes than individual conferences, and
- personalized help was preferred to general instruction.

Asher (1967) proposes allowing teachers to attend workshops by invitation and for college credit rather than forcing mass participation for no credit. Schiffman (1969) and Blaine (1970) suggest release time during the day for relevant professional assistance. Collins (1970) utilized an on-site,

in-service, for credit approach. Pharis (1968) differentiates between continuing education and in-service programs; proposed is a program to help the teacher "to continue to receive, interpret, and evaluate new information or to restructure old information into new and meaningful patterns of response."

Teacher Educators Need to Participate in School Programs:

University teacher education programs and school communities both appear to have much to gain from mutual cooperation.

The state of Illinois, OSPI (1972), has asked that: professional personnel be provided with continuous training and retraining, all professional education faculty participate in school programs at least once every two years, and teacher preparation programs include an internship prior to full certification. Perrone and Strandberg (North Dakota, 1971) indicate that, "The university and the local school have more to offer each other," and suggest that cooperation should be sought and cultivated. Doggett (NEA, 1966) lists multiple benefits to be gained from in-service participation. Chern (1968) believes specialists should be involved in the school program planning. Wilson (1972) suggests that the professor of education and the elementary school teacher work together as a "team." "Teachers and professors can work together to the mutual benefit of both. More efforts of (this) type. . . will eliminate the feeling in methods courses that what we (university professors) are suggesting is something unreal."

Summary

This review of pertinent literature has shown that there is support for teacher involvement in continuing education programs and specifically need for it during the first year of teaching. The type of program needed can be documented as needing to be: non-threatening, relevant, differentiated, personalized, by invitation to participants, during the school day, on-site, one that assists in the continuous evaluation of new information as well as the restructuring of old information. There is documentation for university and non-university cooperation. Project Follow-Up is designed to create a cooperative program where teacher educators and elementary school teachers work together in an attempt to create a non-threatening, relevant, differentiated, personalized, by invitation, on-site program that will help the first year teacher and the university professor and at the same time provide a service to the school community. At present, the writers know of no project which has attempted to pull together these specific, inter-related items as described in this project proposal.

Chapter 3

PROCEDURES UTILIZED

Several steps were followed to implement the project.

First through the College of Education and Department of Elementary Education channels, the directors proceeded to staff the project. An Elementary Assistant, Margaret Humadi, was named to teach two sections of Language Arts Methods to free the project directors each from one course teaching load in order that they might implement the project. Since the plan called for the team to travel together for the classroom visitation, the directors schedules were planned to facilitate travel on Tuesday and Thursday afternoons as well as all day Wednesday when feasible. A student worker, Charlene Haas, was employed to help with the correspondence. The student worker assisted in the preparation of materials for the visits to the classroom and did clerical work associated with compiling evaluation materials and final reports for the project.

It was then necessary to locate prospective former students who might be willing to participate in Project Follow-Up. A listing from the SIU-C Placement Office indicated the location of some graduates who took teaching positions in the Fall of 1972. Some personal information regarding former student placement was also available through contacts the project directors have in local schools. All students who were selected for contact through the Placement Office listing met two criterion: 1) They were former Elementary Education 423 students of one of the project directors. 2) They were first year teachers.

Of the available prospective participants, 20 were invited to participate in the project. All participants were teaching within 85 miles of Carbondale. These former students were asked to secure permission from the appropriate school administrators for their participation in the project. Once permission was secured, an initial contact was made with the participant in his school.

After initial contacts were made with the 20 participants, a visitation schedule was established for those participating. (See Appendix A) Initial assessments were obtained on three specific points:

- 1) a general assessment of the undergraduate elementary education program at SIU-C
- 2) a specific assessment of the Language Arts methods courses as a preparation for this first year teacher in this position
- 3) specific, differentiated assessment of the assistance needed by each participating first year teacher

The team helped each participant to identify specific objectives to be effected by Project Follow-Up. As the project directors continued to visit the participants, they assisted in the implementation of the objectives from the Language Arts methods courses. They worked toward meeting the individuals' objectives. They continuously evaluated and reassessed with the individual participant his needs and ways to assist him. Plans for implementing changes in the methods courses they were teaching concurrently.

At the same time the project directors performed an ongoing assessment of the total program: Project Follow-Up. At the close

of each session there was an oral evaluation of the session with the participant. There was also an oral assessment by the Project Directors at the end of each day in the field.

The participants participating in the project, were counseled and assisted in determining a potentially self-perpetuating continuing education program.

Persistent attempts were made by the directors to develop rapport with principals, superintendents, other teachers, and students within the buildings visited as this seemed to be an underlying prerequisite for fulfilling the goals established in the project.

The possibility of entering SIU-C summer session as an unclassified graduate student was also presented to the participants and other teachers who were engaged in conversation at lunch or in the teachers lounge.

Data was collected through Evaluation Forms and P.D. observations. (See Appendix for forms used) Results were based on item analysis frequency tabulations.

Chapter 4

Results of the Project

This chapter will detail the data gathering tools and results of Project Follow-Up. The results are presented in the order of the project objectives given in Chapter 1.

OBJECTIVE 1: To provide former students with specific, on location, individualized assistance in the implementation of teaching methods and materials; i.e. to help first year teachers implement facets of their pre-service program.

Table I is a summary of how former students were provided with specific, on location, individualized assistance in the implementation of teaching methods and materials in the language arts. (See Appendix B for a summary of the sessions with each first year teacher)

It is a difficult task to ascertain how effective a project such as Project Follow-Up (PFU) has been in "helping first year teachers implement facets of their pre-service program." Four types of evaluation follow which are reported as evidence of the degree of helpfulness of PFU.

Of the fourteen FYT's participating in the project, eleven were considered to be fulltime participants. (Of the three part-time participants, two were late additions, i.e. we made initial contact while visiting another FYT in their building and the third part-time FYT was ill and only one visit was made.) All eleven full time participants were given project evaluation forms to complete at the end of the project. FYT's were also offered forms which they could give to their principals to have the principals evaluate PFU. (This was left optional as some

Table I

NATURE OF FOLLOW-UP

<u>Session Description</u>	<u>Frequency of Activity</u>
1. One Project Director (PD) taught whole class while other Project Director consulted with First Year Teacher (FYT)	14
A. Initiated pupil activities to be followed up by teacher	10
B. Initiated pupil activities which resulted in pupil-produced materials	4
2. Project Director(s) taught small groups	5
A. Initiated pupil activities to be followed up by teacher	3
B. Initiated pupil activities which resulted in pupil produced materials	2
3. PD assisted individual pupils while FYT taught	4
4. Project Directors cooperatively taught class with FYT	2
5. Conferred with FYT during FYT's planning period or lunch time	19
6. Sent materials to FYT	3

FYT's did not wish to involve the principal in the evaluation.) One class which the Project Directors (PD's) taught a majority of the visitation sessions was asked to respond anonymously, in writing, via the FYT to four unfinished sentences. Summaries of the FYT, principal, and pupil evaluations are below; the complete, unedited responses are given in Appendices C,D, and E. The above mentioned evaluations precede supplemental, anecdotal accounts which seem to reflect the general attitude toward the project.

Nine of the full time participants anonymously completed the evaluation forms. (Though this was not 100 per cent completion, it reflects a cooperative spirit when you consider that this was requested in all cases during the final week of school for that FYT.) All nine respondees were very positive in their general feelings about PFU. In fact the comments ranged in complimentary nature from "good" and "very worthwhile" to "fantastic." *Eight of the nine listed changes which were directly or indirectly related to PFU visits. *Eight of the nine indicated that the visits helped them recall ideas from class that had been forgotten. **Seven of the nine indicated that due to PFU they had reexamined El. Ed. 423 class notes and/or projects. **Seven of the nine indicated that there was good pupil response to the visits. No FYT indicated a negative reaction from other teachers or the principal. All nine favored expansion of the program for next

*Although these were anonymous responses, the comments written by question #5 indicate that respondent A was a person whose pupils "were not involved in any way." See P. 5 of Appendix C.

**Respondent B as well as respondent A was also a FYT whose "children did not have the opportunity to interact." See P. 5 of Appendix C.

(Rather than reflecting negatively on the project, respondent "A" and respondent "B" may be reflecting the specific, individualized nature of their participation in the project.)

year. Suggestions for improvement ranged from "begin it earlier in the year," "make more visits," "concentrate your efforts," and "expand to other subject area" to "none." The FYT evaluation questionnaire seemed to reflect very favorable responses to the project.

Appendix D will reveal the details of the principals' evaluations. Three principals responded (there is no way of knowing how many of the FYT's actually gave the forms to their principals since it was their option to do so). They felt that having university instructors in their building was: . . . alright . . . helpful . . . good. All three presumed or observed positive changes in the teachers. All reported neutral to positive pupil reaction to PFU. No problems were created for the principals by PFU. Two suggestions were given for expanding the program: more contacts and put the teacher at ease before time. The only main suggestion for next year (if the project is continued) was to begin it at the end of the first semester. (This was as the project was originally written, but late funding postponed it until Spring Quarter.)

Appendix E is the pupil evaluation given by one class. It indicates exceedingly positive pupil responses to PFU, however, it is only one class's response to the situation and cannot be offered as representative of the total PFU pupil population. (Even so the PD's felt that the total pupil population was very receptive to the work done in the classroom.)

As indicated in the beginning, it is difficult, if not impossible, to evaluate the effects of such a project. The following anecdotes represent very positive feedback concerning

the project; it is obviously not quantifiable nor validateable yet it served as positive reinforcement which caused the PD's to have an immense amount of satisfaction and feeling of well doing in regard to the project. One FYT asked if the PD's could come every week; if not, could she come to PD's offices every week and brain storm with them? Another FYT commented that he really had to change his teaching since PD's came. He said, "I can't just use the books like I have been." He also commented that he had known about doing some of the things implemented by the PD's but "didn't know how to get it started." Another FYT asked that one of the PD's send her a copy of something discussed in El. Ed. 423. Pupils were often willing to give up recess (and on one occasion an assembly program) in order to continue work begun by the PD's. (This wasn't permitted by the project directors but was a nice gesture from the children.) Appendix F contains pupils material produced during the project. Response to these products was totally positive as far as the PD's could determine.

Objective 1 was individualized in terms of realization, however, the above data indicate positive results.

OBJECTIVE 2: To help teachers identify problems that could be investigated independently (without credit) or as a part of a (for credit) continuing education program.

Individual comments from the FYT's indicated that they did receive assistance in dealing with problem situations. The fact that at least four of the FYT's requested help and/or source materials related to specific problems is one major result of this objective. Materials were mailed to three FYT's. Much material was hand carried to the participants.

Five of the FYT's were already in graduate programs at SIU-C at the time that the project began. One of the participants came for consultation with one of the PD's and subsequently took graduate courses the summer of 1973. (She took a language arts course from one of the PD's.) Another FYT came for advisement from one of the PD's and is currently completing her application to SIU-C for readmission to a master's degree program in elementary education with a language arts specialty.

All FYT's were encouraged to plan for graduate work. All reacted positively; however, at least two FYT's indicated that they felt they should wait until they were on tenure before getting a masters degree as the additional salary due a graduate degreed teacher might in fact keep them from maintaining their positions.

OBJECTIVE 3: To provide the university professors with an opportunity to work with teachers and pupils in the elementary schools in order to foster an awareness of current, specific and general problems in the elementary schools.

There is no way to document the effect of the trips to the field on the PD's; however, Appendix A, Appendix B, Appendix E, and Appendix F must lend credence to the subjective result that the PD's worked exceedingly hard to develop rapport with the teachers and pupils. Many of the pupil products have been utilized in methods classes as examples of what can be done with pupils. This use of pupil materials seemed to add credibility to the methods course as evidenced by methods' students response to the materials and to the PD's descriptions of events in the field.

Another benefit to campus methods classes was the new ideas and teaching techniques which the PD's picked up from each other. Although both professors had shared ideas since their arrival on campus, a different kind of sharing resulted from the team effort in the field. Both noted that it greatly enhanced some components of their classes.

In addition to the above information that has been summarized, Appendix G is a complete tabulation and summary of the evaluation of the undergraduate course the FYT's had when with the PD's. Summarization in this text is futile as Appendix G indicates specifically the results which were in general positive and constructively critical. The one category which obviously needs more attention is that of diagnosis and prescription of childrens' language arts problems.

OBJECTIVE 4: To provide feedback for the continuous evaluation of the university's teacher education program.

All participants were mailed Teacher Education Evaluation forms as well as El. Ed. 423 evaluation forms. With the mailing they were supplied with a stamped, self-addressed envelope for returning the evaluation forms. Seven students returned the Teacher Education Evaluation forms. All responses were made anonymously. The form utilized was the same form used to evaluate the students performance in student teaching. (See Appendix H for the form and complete summary of the responses.) The directions were to use the form to evaluate how well the teacher education program (TEP) prepared you for the job you have now. Of the people responding, six were elementary education majors and only one was a special education major. (The fact

that the students were asked to identify their major on this form may have threatened anonymity to some students and this might account for the lack of response from 7 of the students.) The results indicate that the FYT's feel that the TEP at SIU-C is mainly average or above average. In terms of general characteristics and professional developments the rankings were above average for the most part. Control of learning environment received more average and below average responses than any other section. The teaching abilities category was rather closely balanced between the average and above average classifications. It might be of value to consider the comments that were written on the forms concerning the strengths and weaknesses. (All the comments are included in Appendix H.) These comments tend to indicate general and specific displeasure or approval of some instructors and courses. (Such results seem very sketchy evidence upon which to base conclusion for program evaluation; although they might indicate specifics to be evaluated in future attempts to evaluate the TEP.)

OBJECTIVE 5: To provide a service to former students and to the communities in which they work.

As evidence of success in this goal, a careful and complete reading of the evaluations of the project was undertaken. The responses of the participants (Appendix C), the responses of the principals (Appendix D), and the pupil responses (Appendix E), seem to indicate that a positive rapport with the SIU-C Project Directors was established. The materials reproduced in quantity sufficient for each pupil in the participating class amount to many hours of staff time in preparation. (See Appendix F for copies.) The teacher and pupil response to this work was very positive and is reflected particularly in the pupil comments (Appendix E).

In general the results indicate that the project was successful in meeting many specific needs of FYT's. The nature of the project was such that the assistance was very individualized, on location, and dealing with real live situations. The Project Directors, university TEP professors, were very involved with a variety of school settings (14 teacher settings in 12 different "systems") and grade-age ranges from 3 and 4 year old head start children to 13, 14, and 15 year old pupils in grade eight. Considerable, pertinent feedback was collected regarding the course El. Ed. 423. An attempt was made to get FYT evaluations of the SIU-C TEP. Results indicate that the teachers, pupils, and principals responding were, in general, pleased with the attention, consultation, assistance, and materials provided through the project; rapport was generally good and feelings toward SIU-C positive.

Chapter 5

Conclusions and Recommendations

This project was designed to assist in the resolution of two basic problems indigenous to teacher education: Teachers need continuing professional assistance, and university professors involved in teacher preparation programs need continuous exposure to the real world of schools in order to keep university courses and programs relevant. The project was intended to provide pilot work in the area of the action goals for professional training in the state of Illinois (OSPI, Bakalis, 1972).

Fourteen former El. Ed. 423 students participated in the study. All were first year teachers (FYT) in Southern Illinois schools within an 85 mile radius of Carbondale. Project Directors visited the FYT's a maximum of three times each during Spring Quarter, 1973.

FYT's were asked to fill out and return evaluation forms on the SIU-C Teacher Education Program and on El. Ed. 423 Teaching the English Language Arts. At the end of the quarter, they were asked to evaluate Project Follow-Up. In some cases, FYT's asked their principals and their pupils to evaluate Project Follow-Up.

Specific objectives derived from this basis were given careful attention in the preceding chapter. There, evidence was presented which indicated the nature of the results of Project Follow-Up.

Findings. Evidence gathered showed that the PD's effected change in the FYT's. Evidence also showed that the PD's visits

reminded FYT's of ideas from El. Ed. 423 which they had not thought of all year. Card files, class notes, project ideas, etc., were incorporated in their programs after the PD's visits. All nine respondents favored expanding the program next year.

Principal and pupil responses were positive. The evaluations showed that FYT's did receive help through ideas, demonstration teaching and materials provided by the PD's. Project Follow-Up also enhanced the methods classes taught by the PD's during Spring and Summer Quarters.

The results of the FYT evaluations of the teacher education program at SIU-C show that FYT's believe that SIU-C is average or above average.

Results of the study also showed that teachers, principals, and pupils in the schools visited thought that the program was helpful and generated good feelings toward SIU-C.

Based on these results, the Project Directors believe that the project was: highly successful in accomplishing the basic goals, an unbelievably time consuming project which was permissible only with the sacrifice of personal time by both directors, and a very positive experience for the project directors and the FYT's (and their respective schools and pupils).

It is the recommendation of the Project Directors that this type of project be repeated with the following changes and expansions:

1. Involve more faculty members, particularly from the elementary education department, but have each team (of 2) work with fewer participants. Perhaps each

team could work with a maximum of 4 participants. If 2 or 3 teams were involved each year, the rotation would meet OSPI recommendations. (This would seem to be a reasonable one/fourth load reduction.) Fourteen FYT's at an 85 mile radius are too many and the distances too far for only one/fourth load "reduction."

2. Begin the project Winter Quarter (Spring Semester).
Waiting until Spring Quarter was not only increasing the scheduling problems, but was actually offering assistance too late to be of maximum value.
3. Develop a more comprehensive evaluation form for the Teacher Education Program and utilize it with each FYT; over a period of time the feedback would accumulate and the TEP adjustments might be made.
4. Expand the program to include more than first year teachers, in FYT buildings where other teachers indicate that they want help, BUT maintain the majority thrust with FYT's.

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Appendix A
Visitation Schedule

VISITATION SCHEDULE
FOR PROJECT FOLLOW-UP

Date		Person	Place and Time	
<u>April 4</u>	Wednesday	Kenneth L. McAnelly Rosemary Ackerman	Marion, Ill. Energy, Ill.	8:15 a.m. 10:30 a.m.
<u>April 5</u>	Thursday	Karla A. McDonald	Christopher, Ill.	12:15 p.m.
<u>April 10</u>	Tuesday	Patricia Wagy	Centralia, Ill.	12:30 p.m.
<u>April 11</u>	Wednesday	Frances Lindner Areta Jean Wooldridge	DuQuoin, Ill. Kell, Ill.	9:00 a.m. 12:00 p.m.
<u>April 12</u>	Thursday	Mary Margaret Hutchason	Carterville, Ill.	12:00 p.m.
<u>April 17</u>	Tuesday	Brenda Carter	Carbondale, Ill.	1:00 p.m.
<u>May 2</u>	Wednesday	Francey Louise Lokerse Denise Parker Areta Jean Wooldridge Patricia Wagy	Salem, Ill. Kell, Ill. Kell, Ill. Centralia, Ill.	9:00 a.m. 11:00 a.m. 11:00 a.m. 2:00 p.m.
<u>May 3</u>	Thursday	Ilana J. Ing Sandra Bechtel Karla A. McDonald	Benton, Ill. Christopher, Ill. Christopher, Ill.	12:00 p.m. 2:00 p.m. 2:00 p.m.
<u>May 8</u>	Tuesday	Barbara Parrish	Carbondale, Ill.	2:00 p.m.
<u>May 9</u>	Wednesday	Kenneth L. McAnelly Rosemary Ackerman Mary Margaret Hutchason Cheryl Elaine Lampe	Marion, Ill. Energy, Ill. Carterville, Ill. Elkville, Ill.	8:30 a.m. 10:30 a.m. 12:00 p.m. 2:00 p.m.
<u>May 15</u>	Tuesday	Brenda Carter Barbara Parrish	Carbondale, Ill. Carbondale, Ill.	1:00 p.m. 2:00 p.m.
<u>May 16</u>	Wednesday	Frances Lindner Ilana J. Ing. Sandra Bechtel Cheryl Elaine Lampe	DuQuoin, Ill. Benton, Ill. Christopher, Ill. Elkville, Ill.	8:15 a.m. 11:00 a.m. 12:30 p.m. 2:00 p.m.
<u>May 22</u>	Tuesday	Brenda Carter	Carbondale, Ill.	1:00 p.m.
<u>May 23</u>	Wednesday	Francey Lokerse Denise Parker Areta Jean Wooldridge Patricia Wagy	DuQuoin, Ill. Kell, Ill. Kell, Ill. Centralia, Ill.	9:00 a.m. 11:00 a.m. 11:00 a.m. 2:00 p.m.
<u>May 24</u>	Thursday	Rosemary Ackerman	Energy, Ill.	11:30 a.m.

Appendix B
Summary of Individual
Sessions With FYT's

Appendix B

- | | |
|--------------------------|--|
| McAnelly (2) - - - - - | <ul style="list-style-type: none"> - taught whole class on both visits--discussed lesson and pupil reaction with teacher while director taught - came to office with student material - one conference session |
| Ackerman (3) - - - - - | <ul style="list-style-type: none"> - discussed procedures and assisted in evaluation of lessons she was using in the language arts area |
| McDonald (3) - - - - - | <ul style="list-style-type: none"> - taught whole class 3 times - FYT requested copies of activities utilized in El. Ed. 423 - two conferences |
| Wagy (3) - - - - - | <ul style="list-style-type: none"> - taught whole class on all 3 visits - one conference - sent materials to her - she sent student work to us |
| Lindner (2)- - - - - | <ul style="list-style-type: none"> - one director taught a reading group to release the FYT to confer with former teacher (other director) - taught small groups while teacher was teaching, and worked with individual pupils - one conference |
| Wooldridge (3) - - - - - | <ul style="list-style-type: none"> - observed and planned one session; did whole class activity second visit; did individualized assisting in whole class activity - three conferences |
| Hutchason (2) - - - - - | <ul style="list-style-type: none"> - session 1, planning session (lunch hour-no pupils) - session 2, two directors and teacher co-operatively whole class activity - two conferences |
| Carter (3) - - - - - | <ul style="list-style-type: none"> - individualized assistance and small group work all three visits, work co-ordinated with graduate class teacher was taking with one of the directors |

Lokerse (2)- - - - -	- taught whole class on both visits (lessons were on what teacher had indicated as troublesome Language Arts problems
Parker (2) - - - - -	- discussed problems, sent materials; taught whole class one session - one conference
Ing (2)- - - - -	- discussed with her Language Arts activities, taught whole class both sessions - she sent student work - one conference
Bechtel (2)- - - - -	- conference 1 session whole class teaching session 2 - one conference
Parrish (2)- - - - -	- consultation first visit; was absent (ill) second visit
Lampe (2)- - - - -	- two consultation sessions; most of discussions dealt with exploring possible referrals for diagnostic work with remedial puppets

Appendix C
FYT Evaluation
of Project Follow-Up

PROJECT FOLLOW UP (P.F.U.) BEST COPY AVAILABLE

TEACHER EVALUATION

1. Please comment and give your general feelings about P.F.U.

- A. "I feel it was a very worthwhile project as a first-year teacher runs up against many problems she does not know how to deal with. Something like this on a fairly regular basis might prove helpful to any teacher who is trying to improve her ability as a teacher."
- B. "An excellent opportunity for professional assistance in the field. Also, a good time to evaluate my courses and professors in language arts. This is a chance to improve undergraduate as well as graduate education program."
- C. "I think it is a lovely program. It helped me in many ways; it gave me new ideas to use; it gave me an understanding of how much I need to be taking courses myself; and it gave my students interesting programs to get involved in."
- D. "Overall, the P.F.U. was a good project. It gave me a chance to introduce a language arts area that I had wanted to present but couldn't quite get into it--poetry."
- E. "I feel it is a good idea. It is refreshing to see that University instructors are interested in actual classroom activities. It brought me new ideas and a review of old ideas from methods classes."
- F. "I feel that P.F.U. is very helpful to the teacher and also the students. The teacher gets some ideas and the children get a change from the regular classroom teacher."
- G. "Very worthwhile, should be done again."
- H. "Fantastic! A good idea to get outside C'dale schools to see what's going on."
- I. "I felt it was very much worthwhile. I learned some new ideas that I could use and also it helped me remember some of the things that I had forgotten."

2. Give examples of changes that you feel were directly or indirectly related to P.F.U. visits.

A. "none"

B. "I changed my approach and methods. I was motivated through discussions to "do the things which I knew were right." I began to incorporate more language experience approach and verbal expression, regardless of peer pressures."

C. "My students would ask me if they could do extra poems or lists of homonyms or write stories, rather than me assigning them. Many, not all, of my students handed in extra work that wasn't assigned, just interesting. I began to individualize a little more by giving certain assignments to different groups."

D. "The children felt reinforced in their ability and my anxiety about presenting poetry was greatly relieved. This experience gave us greater confidence to go on to other areas."

E. "I tried one or two of the suggestions. For example, I let the low reading group wear "their special word" on their shirts. I used words they had trouble with - they were very proud of their word - took them home to show their parents."

F. "Children were more interested in poetry and found that they were talented in writing their own poetry."

G. "Class seemed to react more to language."

H. "Brought back plus added some excellent ideas on ways to teach (ie. parts of speech, punctuation, etc.)."

I. "It broadened my reading program by using the puppets. We made dictionary cards to develop our vocabulary more."

3. Did the visits help you recall ideas from the class that had been forgotten?
- A. "no"
 - B. "Yes, especially in language development and language experience approach."
 - C. "Yes, very much. The best example was cards with pictures used in giving directions. We had done this in 423, but I'd forgotten it. Now I plan on including it on a regular basis for next year."
 - D. "Yes. The fact that children have many ideas and need only a meaningful vent is an example I learned from the text and saw in the classroom."
 - E. "Yes"
 - F. "Yes"
 - G. "Yes"
 - H. "Yes, very much although I had used a lot."
 - I. "Yes"

4. Did you reexamine El. Ed. 423 class notes and/or projects?

- A. "No - although I have referred to the textbook throughout the year and have used one of my projects."
- B. "No - But language arts 5"
- C. "I have gone through the idea file from 423 and revised my opinion of some of the activities as well as added new ones."
- D. "Yes and I have used many of the ideas."
- E. "Yes - idea file - review of notes on projects."
- F. "Yes"
- G. "Especially the class projects."
- H. "Yes"
- I. "Yes"

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5. How do you feel the children related to our visits. Give examples if possible.

- A. "In my particular situation, the children were not involved in any way."
- B. "The visits did not change the children's day. Because of the time of the visits and the schedule of our program; the children did not have the opportunity to interact."
- C. "The children enjoyed the visits as exemplified by their written responses. More important they were inspired to work on new projects and to use the Language Arts. These were exemplified by projects they suggested, by some wanting to think of exercises rather than taking the ones in the books. By doing a lot of outside projects certain students were able to go beyond the regular assignment."
- D. "They were comfortable and felt at ease in responding. They were really thrilled over seeing their names in print."
- E. "One reading group, the Dinosaurs, were very anxious for Dr. Shepherd to come again. They enjoyed reading for him on the first visit."
- F. "It made them feel important that doctors from a university were teaching them."
- G. "Really enjoyed it, they couldn't wait for your arrival."
- H. "The children loved and looked forward to each visit."
- I. "They looked forward to the visits very much. Each time we were visited they were introduced to new and exciting kinds of things to do."

6. Did you get any reactions from other teachers or your principal related to P.F.U.?
- A. "No reactions - just questions as to what the project was all about."
 - B. "No, they did not show any interest, I did not discuss in detail our conversations. Our educational director asked why you were coming to visit, which was the extent of their reactions."
 - C. "My principal was interested because he liked the idea of an outside stimulus in the classroom, that wasn't going to cause trouble or cost anything."
 - D. "Some teachers asked what projects we were doing and wanted to try them."
 - E. "No, not really."
 - F. "They felt the idea of P.F.U. was very good. Also that new and different ways of teaching language arts were discovered in this way."
 - G. "Teachers were very interested and planned on using the various projects in their class."
 - H. "The teachers seemed inquisitive."
 - I. "Yes. The other teachers at the school thought that the P.F.U. Program was an excellent idea and they commented that they hoped the program would be continued."

7. Would you favor expansion of this project to include other El. Ed. faculty members next year? Why or why not?
- A. "I feel this could prove to be very beneficial to many teachers in all subject areas. Most of us could really use new ideas other than our own."
 - B. "Yes, to help improve teachers from SIU in all areas, science, math, social studies, etc. This could also improve the teachers' Educational Program."
 - C. "Yes, most definitely. It would have been wonderful if I could have had someone come in during Social Studies, P.E., and Art. I really feel I've benefitted from these visits and that now probably more than when I was taking the undergrad courses. Now, I have a better understanding of what was being taught and would gladly repeat a couple of courses. In fact, even though I won't be a first year teacher, I would like to be included in any follow-up experiments. I'm definitely inexperienced enough to qualify."
 - D. "This could be expanded because the project thus far has helped. It was not set up as a critical observation, I don't believe, but rather a stimulus to put forgotten, vague or new ideas to work."
 - E. "Yes. Would benefit many primary teachers. There is a need for new ideas and suggestions. Any teacher would appreciate ideas that would be of benefit to her students."
 - F. "I would very much favor it. It helps one recall what they had in their classes at the university and also reminds one that your professors were really interested in you and your teaching career."
 - G. "Yes. It brings back ideas that a teacher may have forgotten."
 - H. "Definitely. The general consensus of opinion for most older teachers is that instructors "preach" but cannot "teach." Let's show them these ideas can and do work!!"
 - I. "Yes. I felt that I only benefited from the program and that if other faculty members in other subject areas would also be a benefit to new teachers."

8. What suggestions do you have for improving P.F.U.?

- A. "The program would be much more effective if it were started at the beginning of January. This gives a new teacher time to get settled and there is still enough time left in the year for the project to be helpful. It might also help if the teacher were more informed as to what the project is and what to expect. This would enable her to be prepared with the specific problems she may need help in."
- B. "I would like to have P.F.U. concentrate on specific areas, such as a project solely on: language experience approach, listening skills in language arts, creative dramatics, spelling, creative writing, etc. We need to continue this program for SIU teachers in the field, especially first & second year teachers."
- C. "Include other subject matter. Begin earlier in the year. Possibly make it part of graduate courses, I would gladly take a graduate course that included such visitations. It would still be following up from my graduation and could be more extensive as well as encourage new teachers to keep in school.
"My students and I were both delighted with the program and we thank you very much."
- D. "Continuing to give ideas and helping teachers."
- E. "If it is beneficial to the university people and if it is helpful to the teachers involved, more visits could be made, perhaps 3 or 4 visits a semester."
- F. "I could only suggest that more visits be made if possible. Also maybe planning a unit in some area of language arts."
- G. "None"
- H. "Continuation!"
- I. "More than four visits a quarter."

Appendix D
Principal Evaluation
of Project Follow-Up

PROJECT FOLLOW UP (P.F.U.)

PRINCIPAL EVALUATION

1. What was your feeling about having university instructors in your building?
 - A. "I feel that if it is helpful to them, we are willing to share with them."
 - B. "It was alright."
 - C. "This is good. More should see what is actually going on in public schools."
2. What, if any positive changes or reactions did you observe in the teacher(s) as a result (direct or indirect) of P.F.U.?
 - A. "I don't believe there was any obvious change; however, I presume there was a greater security and satisfaction in knowing that her school was still concerned about her and her work."
 - B. "They were curious to know the things that occurred with the children."
 - C. "The teacher seemed well pleased with the outcome."
3. Did you get any reaction from the pupils? Explain.
 - A. "Not really. According to the teacher, they responded more readily and openly to the male visitor than to the others."
 - B. "They were curious about the happenings."
 - C. "Yes, they liked it."
4. What, if any, problems were created by P.F.U.?
 - A. "I haven't learned of any."
 - B. "I didn't know what to expect or if I should or shouldn't prepare for the visitors."
 - C. "None"

5. What suggestions do you have for expanding the program?

- A. "If it proves helpful and satisfactory to the people involved, I believe more contacts might be made. Not much can be learned through two observations. Much depends on the class and the teacher."
- C. "The cooperating teacher was a little uneasy at first, but soon made adjustments. Maybe something to put teacher at ease before time."

6. What changes would you suggest if the program is continued next year?

- A. "Perhaps coming at the end of first semester."

One teacher sent this reply, "Not one time did he (the principal) ask me or the students about any project we had with you, so I don't feel he could evaluate it properly."

Appendix E
Pupil Evaluation
of Project Follow-Up

PROJECT FOLLOW UP

PUPIL EVALUATION

1. When Mr. Shepherd and Mrs. Quisenberry came I . . .

- A. "thought was very nice of them to come."
- B. "had fun."
- C. "said O-boy there back."
- D. "was glad because we miss school and I like your program."
- E. "was glad."
- F. "felt like I was learning something from them"
- G. "felt glad."
- H. "thot it was funny because we did not have to do any work."
- I. "thought was fun."
- J. "didn't know what happen."
- K. "liked it."
- L. "think they were very nice."
- M. "said fun again."
- N. "felt alot better."
- O. "was glad, because I like them and I like them to come."
- P. "liked it because it was fun."
- Q. "enjoyed them very much."
- R. "liked them."
- S. "had a lot of fun."
- T. "like there program."
- U. "learned some new things to do that we had not done in class before."
- V. "thought would really be dreary. But it was just the opposite and I loved it."
- W. "liked it a lot."
- X. "listened and learned a lot. And wish they could come back again."
- Y. "did puzzles and had fun."
- Z. "liked to do the stuff we did."
- AA. "did poems and crossword puzzles and had a lot of fun."
- BB. "liked them."
- CC. "was happy and OK."
- DD. "had a good time."
- EE. "like the book."
- FF. "rejoiced."
- GG. "listen."
- HH. "like them"
- II. "was happy."
- JJ. "like them."
- KK. "like them."

2. I really liked

- A. "Homonyms."
- B. "Mr. S. and Mrs. Q."
- C. "To do the funny pictures."
- D. "when we did the directions thing."
- E. "directions and listening."
- F. "it when they gave directions on the cards that had pictures on it."
- G. "them."
- H. "homonyms."
- I. "that thing we did with giving directions."
- J. "them."
- K. "the films, diretons, and the pitcure writing."
- L. "the way they worked together."
- M. "them."
- N. "doing that direction game."
- O. "when we worked on hominyns."
- P. "it when he talked about things."
- Q. "the day we made the poems."
- R. "them."
- S. "them."
- T. "to have them come back."
- U. "when they helped us make the puppets."
- V. "the things Mr. Shepherd and Mrs. Quisenberry did."
- W. "cross word puzzles."
- X. "the crossword puzzles."
- Y. "the crossword puzzles."
- Z. "the crossword puzzles."
- AA. "the crossword puzzles and doing the poems."
- BB. "them."
- CC. "the crossword puzzles"
- DD. "crossword puzzle."
- EE. "the crossword book."
- FF. "the crossword puzzles."
- GG. "the puzzle."
- HH. "the books."
- II. "them."
- JJ. "the book."
- KK. "him."
- LL. "Dr. Shepherd."

3. I wish that

- A. "they could come back soon."
- B. "they could have come more."
- C. "they could come back."
- D. "they would come back next year."
- E. "they could come back next year."
- F. "I was them."
- G. "they would come back."
- H. "you would come back."
- I. "you could of came more."
- J. "they would come back."
- K. "they could come back."
- L. "they could come back."
- M. "they will come every day."
- N. "they could come more often and come back."
- O. "would be our regular English teacher, and not use the book."
- P. "they would come to the 6 grade next year."
- Q. "they would come weekly because I enjoy them."
- R. "they wood come agine."
- S. "the would come back."
- T. "we could do it again."
- U. "they could have stayed longer."
- V. "they could have stayed longer. Also I wish that they had come more often."
- W. "they would come back."
- X. "we could see them again in 7th grade."
- Y. "he would come to the junior high next year and bring crossword puzzles."
- Z. "they would come more."
- AA. "he could come back again and have some more poems and crossword puzzles."
- BB. "they would come back."
- CC. "he would come."
- DD. "they would come back again."
- EE. "he would come again."
- FF. "would come more often."
- GG. "we could make some more"
- HH. "came more often."
- II. "he would come back."
- JJ. "they would had come back."
- KK. "he would come back"
- LL. "give us more things."

4. If I could I would

- A. "do stuff for them."
- B. "have them back next year."
- C. "have them for a teacher next year."
- D. "make them come again."
- E. "ask to watch another film."
- F. "see if I could spend more time with them at school."
- G. "wish that they would come back."
- H. "wish you to come back."
- I. "like you come next year."
- J. "have them back."
- K. "go with them."
- L. "go to the S.I.U."
- M. "kiss them."
- N. "answer more of the questions."
- O. "have them go to Jordon School, because next year I am going to that school."
- P. "give you something."
- Q. "have more Mr. Sheperds and more Mrs. Quisenberries."
- R. "let them come agine."
- S. "be like them"
- T. "have them back."
- V. "go and visit them at S.I.U."
- W. "do a lot more crossword puzzles."
- X. "try to do thing to younger kids."
- Y. "do the puzzles again."
- Z. "go see them."
- AA. "think of a subject and do a crossword puzzle 70 lines long."
- CC. "go to see him."
- DD. "let them return."
- EE. "like to be him."
- FF. "do another crossword puzzle."
- GG. "make some more."
- HH. "see them again."
- II. "go see him."
- JJ. "see them."
- KK. "go see him."
- LL. "want to do the same thing."

Additional comments by children:

- A. "Love Ya come back soon!"
- O. "Dear Mr. S. and Mrs. Q.,
If you can, will you please go to Jordon School next year,
and go to the 6th year. (P.S. You did teach me things)

Appendix F
Copies of Materials Prepared
by PFU for Participating Teachers

Crossword
Puzzles

Prepared by the children in
Mr. McAnally's class at
McKinley Elementary School
Marion, Illinois
April, 1973

Across

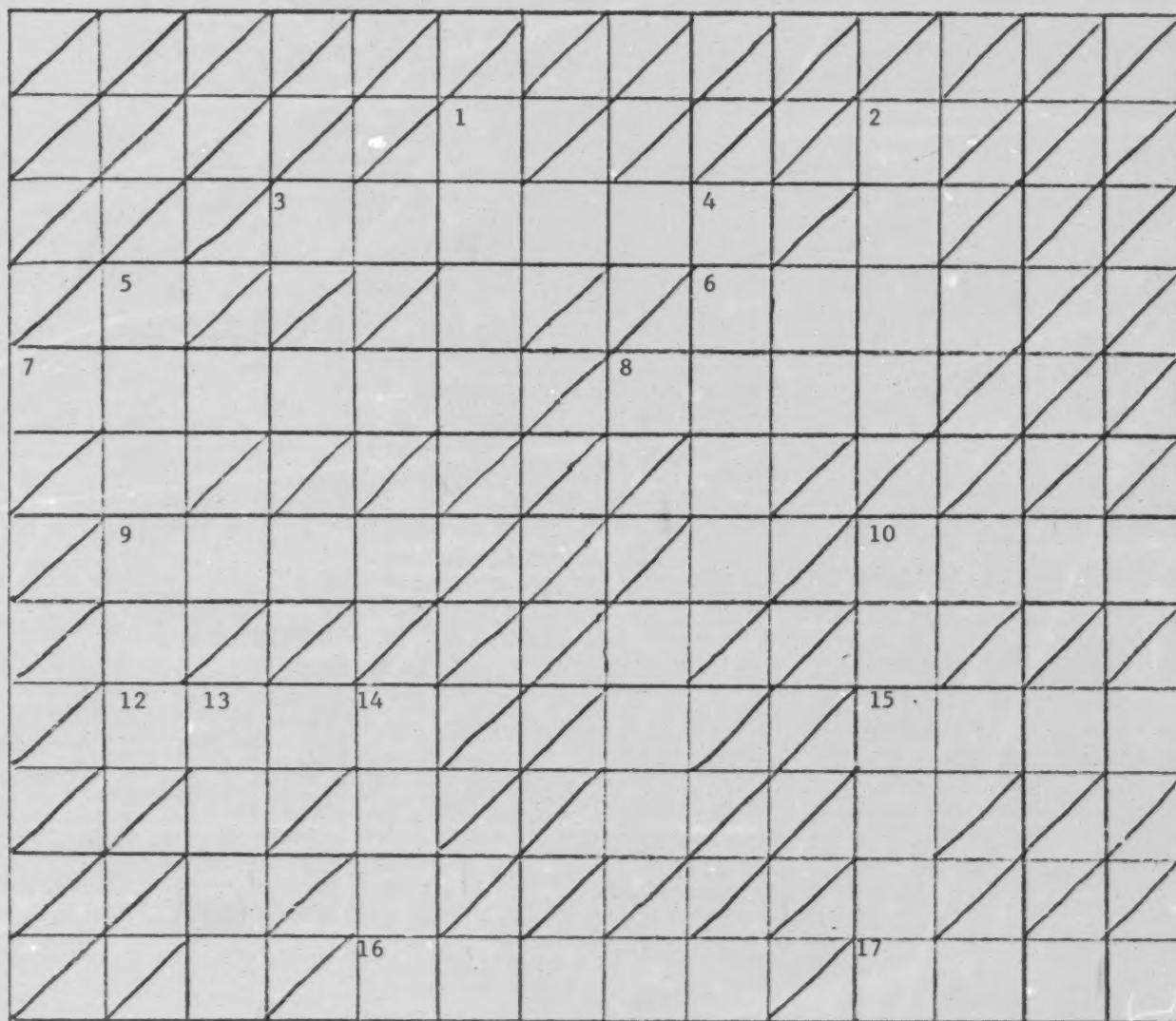
2. God's house
4. Holiday in April
7. _ _ Joe (a name often given to a soldier)
9. George Burn's Initials
11. Opposite of yes
13. Something that goes "Quack-quack"
14. Something that tells you without talking
16. Look for

Down

1. Sweet, good to eat
2. Dye something
3. _ _ _ and seek
5. Something a hen lays
6. You win it in a contest
7. Lays Chicks
10. Bright
12. The two vowels in oil
15. The abbreviation of the state in the U.S. whose capital is Concord

"HORSES"

Puzzle by: Tom Reilley
 Tim Couty
 Gregory McRoy

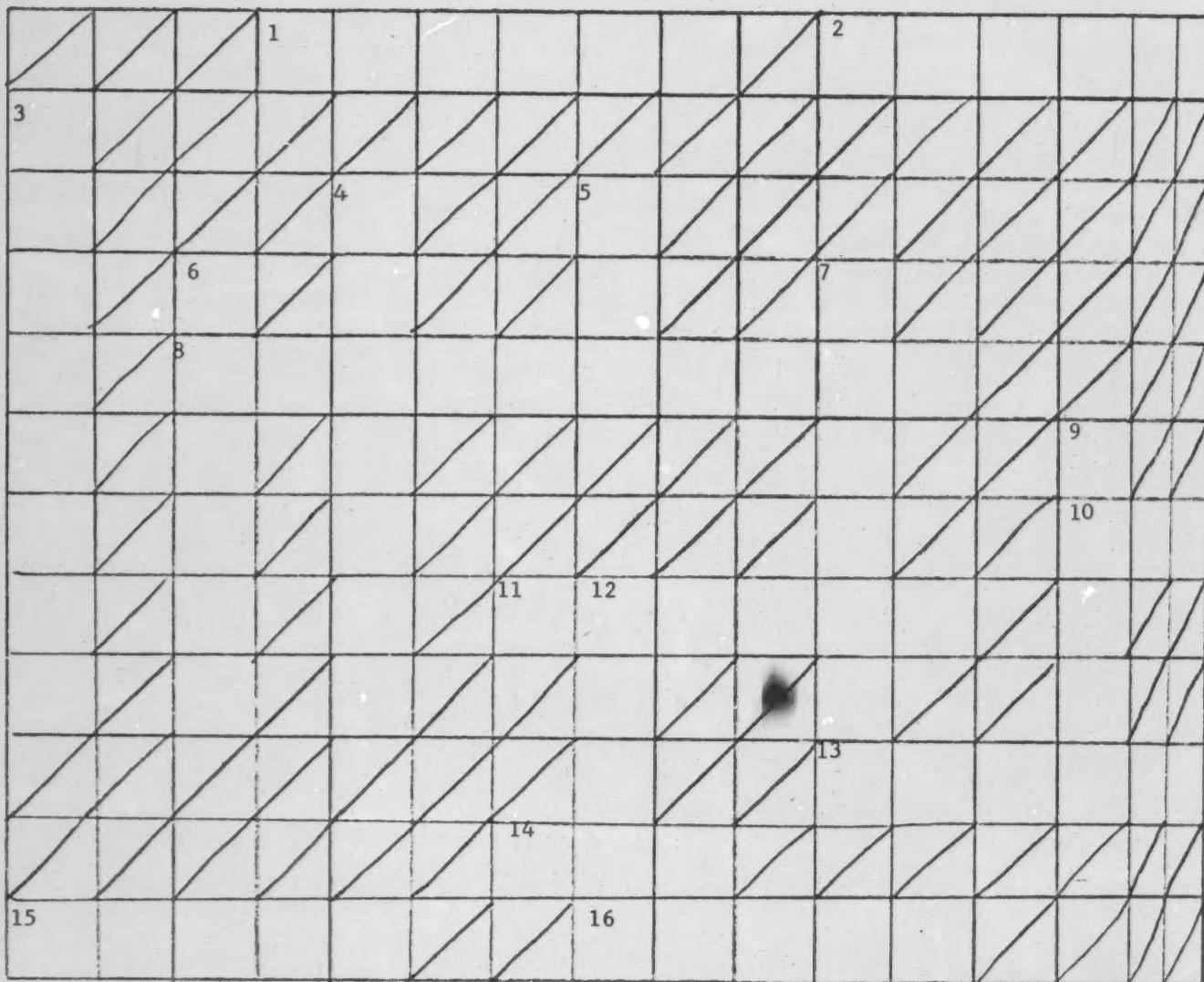
Down

1. slow walking
2. running each other in a _____
4. place where horses are kept
5. fast running
10. mother of colts
11. mother of a foal
13. opposite of close
14. what is called 12 months or 365 days

Across

3. Mother of colts
6. a little nail in horses shoe
7. something to hold money in
8. walking back and forth
9. opposite of hate
10. opposite of low
12. baby of a horse
15. shelf
16. the opposite of left
17. father of foal

"T.V. SHOWS"



Across

1. Mike Connors stars in _____
2. Show with the fat detective
8. What does T.V. stand for?
10. Opposite of even
11. _____ Five-0
13. Cher Bono's husband
14. The Dick _____ Dyke Show.
15. Buddy Ebsen stars in Barnaby _____.
16. Love American _____

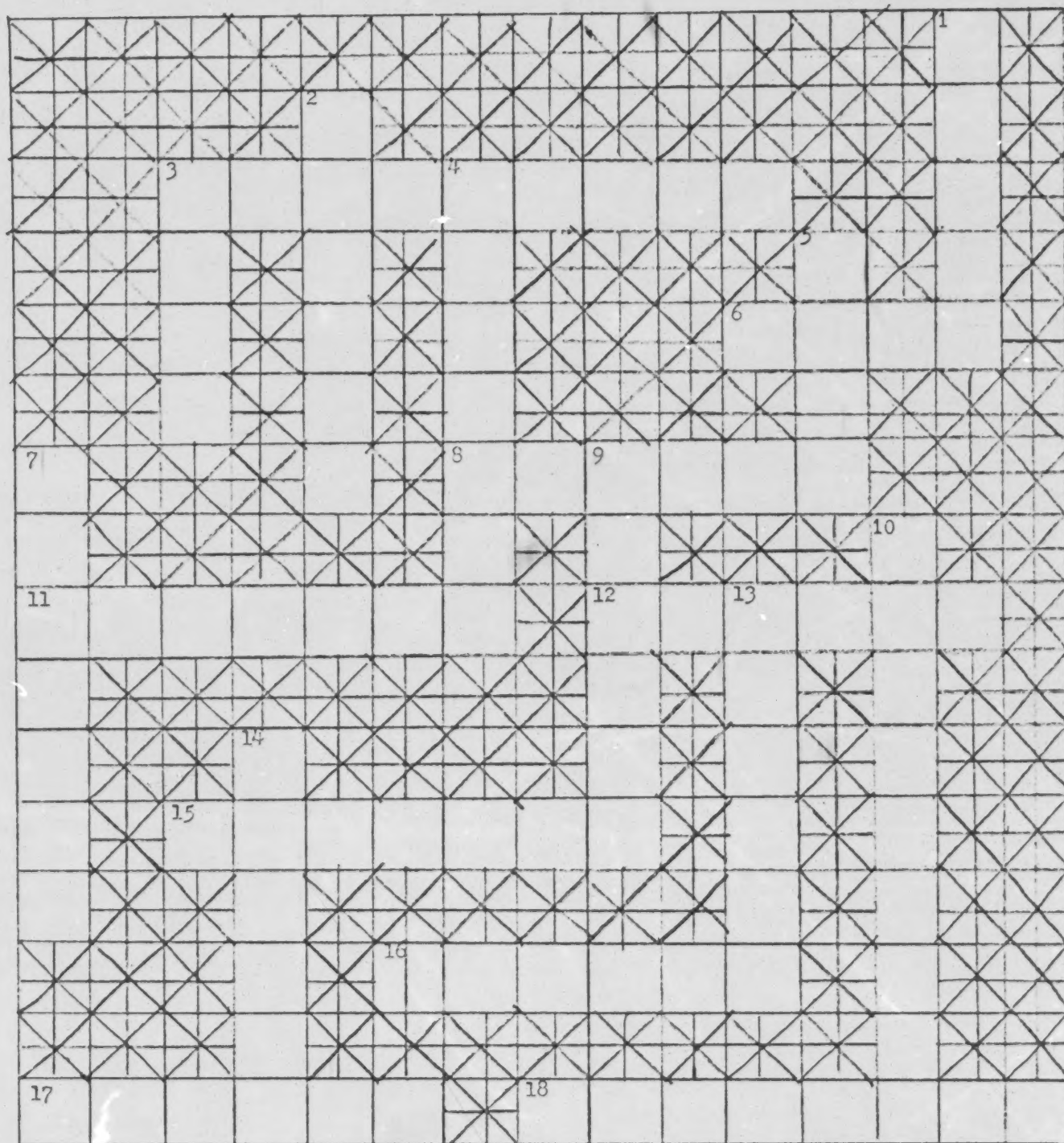
Down

3. James Arnez stars in _____.
4. Most popular show
5. Federal Bureau of Information abbreviated.
6. Ken Berry and Forest Tucker starred in _____.
7. Beginners
9. Batman's partner, the boy wonder
12. _____ Smith and Jones

#4

Puzzle by: Bill A.
Randy R.

"BASEBALL TEAMS"



#4 "BASEBALL TEAMS"

Across

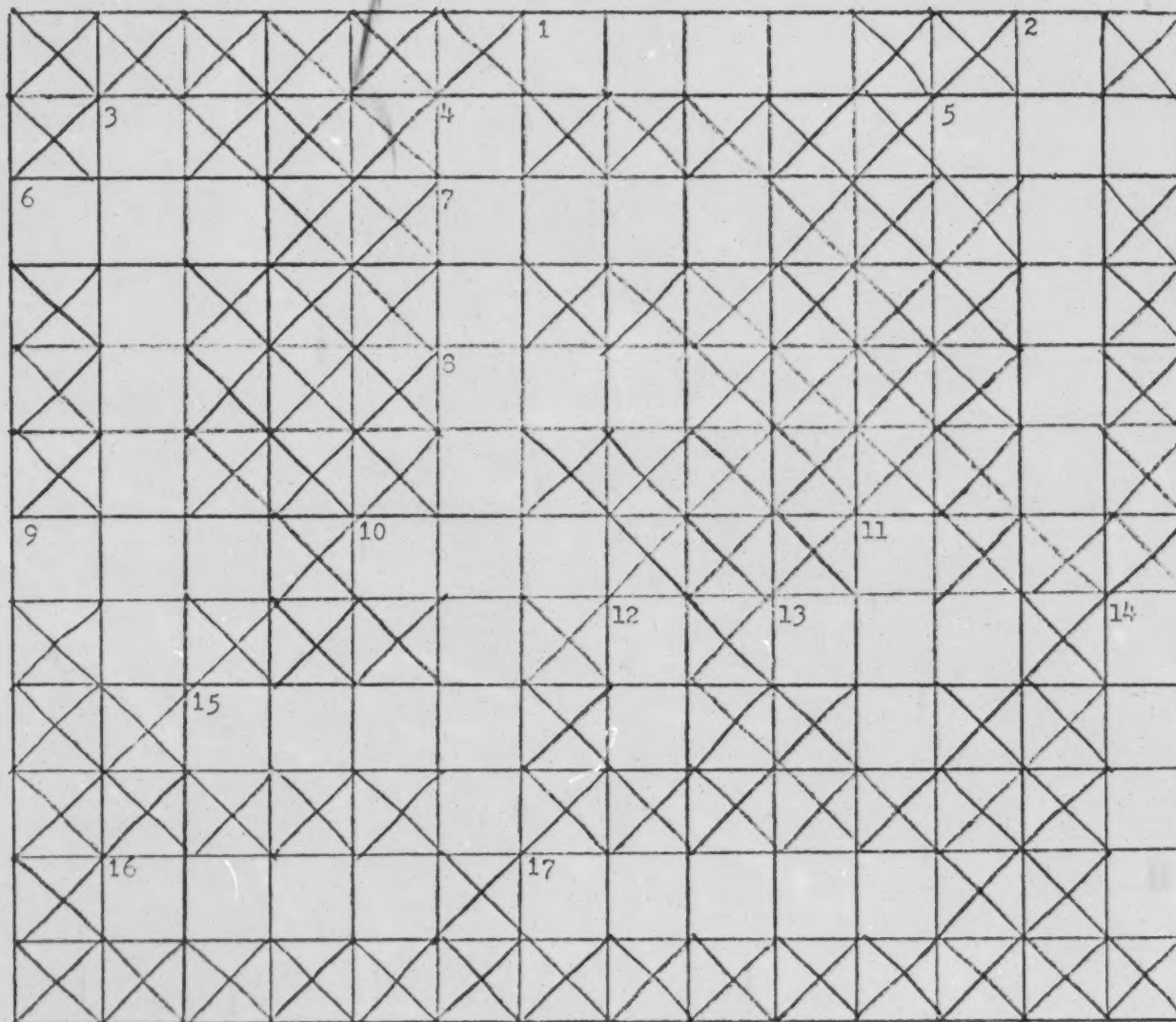
3. Stan the man who had 3,000 hits was on the _____
6. Last year's National League defending champs
8. Who was in second place in the National League West last year?
11. Dick Billings is on the _____
12. Who was in fifth place in the National League West last year?
15. Don Drysdale used to be on the _____
16. Nate Colbert is on the _____
17. Carlton Fish is on the _____
18. The most valuable player in the American League is on the _____

Down

1. Harmon Killebrew is on the _____
2. Pat Jarvis on the _____
3. When a mother bear has two babies they are called _____
4. Sometimes kids play the game cowboys and _____
5. Who was the 5th team in pitching last year?
7. Who was the Eastern Division champ in the National League last year?
9. Willie Horton is on the _____
10. What is a word for all types of sports?
13. Frank Robinson is now on the _____
14. Amos Otis is on the _____

#5

"ANIMALS"

Puzzle by: Jamie Cooper
Becky HaleAcross

1. hounds
5. bigger than mouse
6. rhymes with box
7. baa-baa
8. littler than hog
9. lays eggs
10. meow
13. not pig, but ____
15. kid
16. pulls plow
17. American symbol

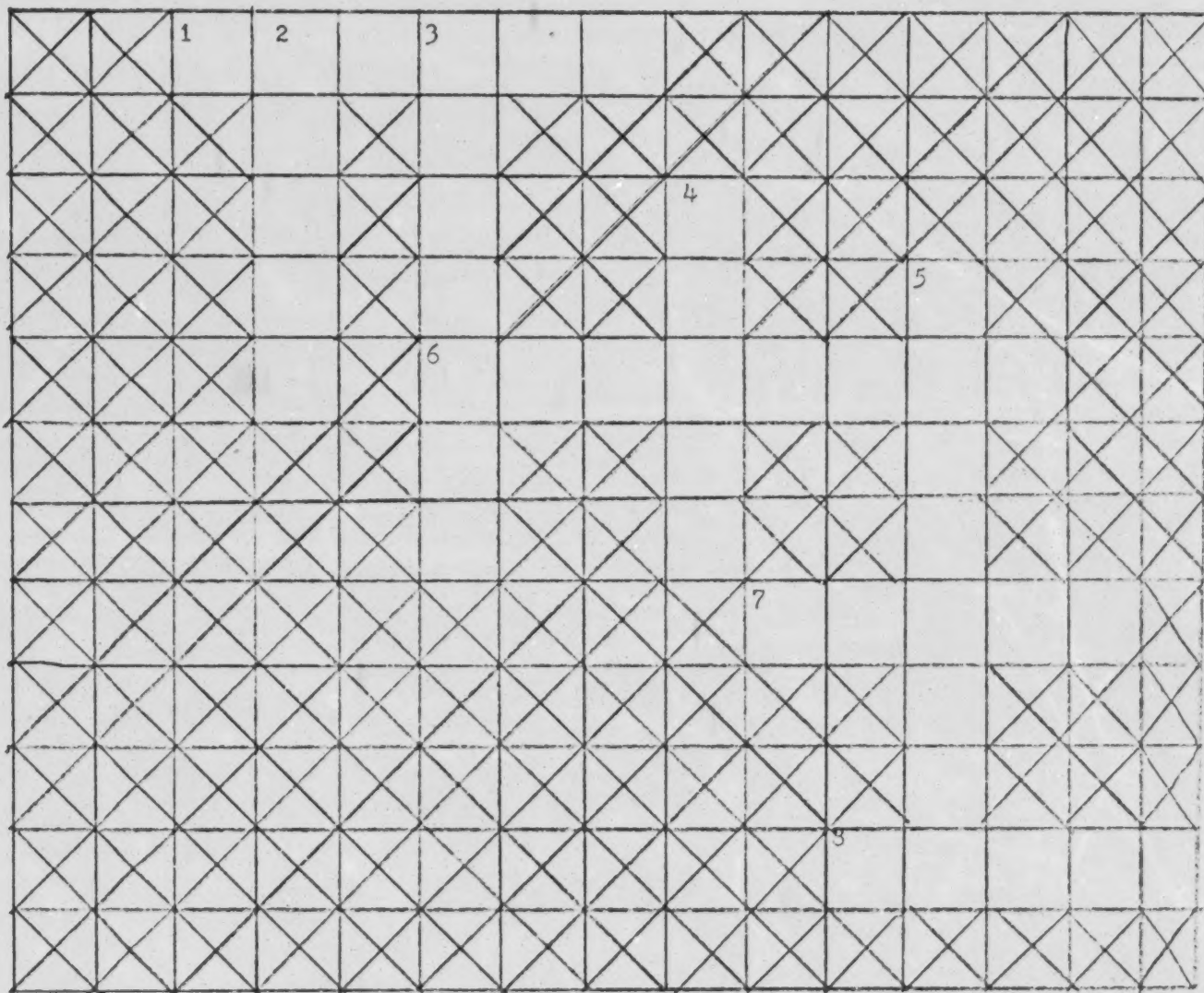
Down

2. bunny
3. crows
4. have trunks
11. barks
12. bigger than horse
14. Smokey the ____

#6

Puzzle by: Bob M.
Randy R.

"BASKETBALL PLAYERS"

Across

1. Milwaukee's center
6. Los Angeles forward
(initials K.E.)
7. Traded from the A.B.A. to the
N.B.A. Traded to the Golden
State Warriors (initials
R.B.)
8. Boston's 6 foot, 3 inch
forward. (initials J.J.W.)

Down

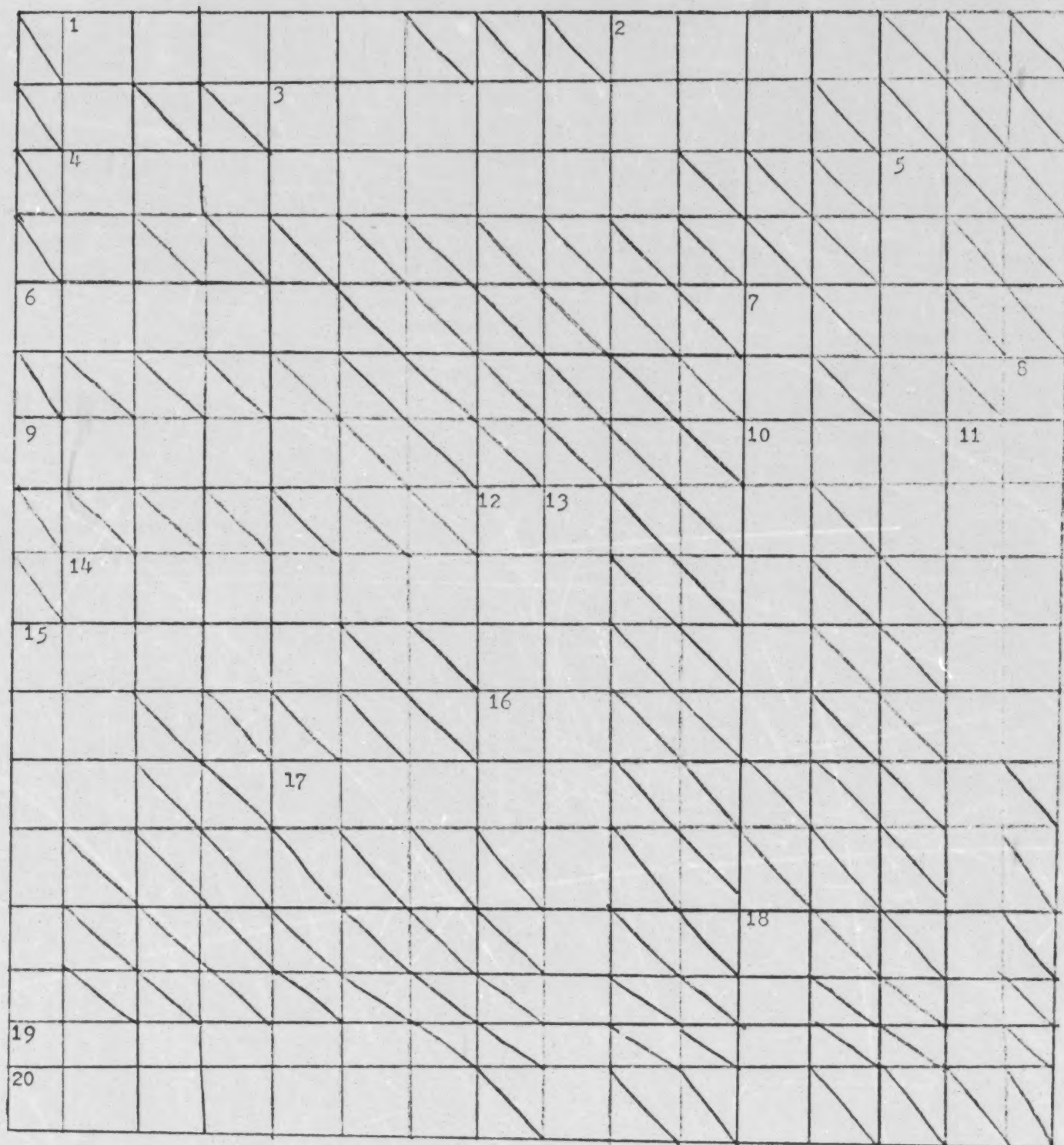
2. One of Milwaukee's guards
(hint: initials L.A.)
3. New York's forward (initials D.B.)
4. New York's center
(hint: it isn't Willis Reed)
5. Los Angeles' guard (initials G.C.)

#7

"ASTRONOMY"

Puzzle by: Jani Cornhill -
Cheri Turner

61



#7 "ASTRONOMY"

Across

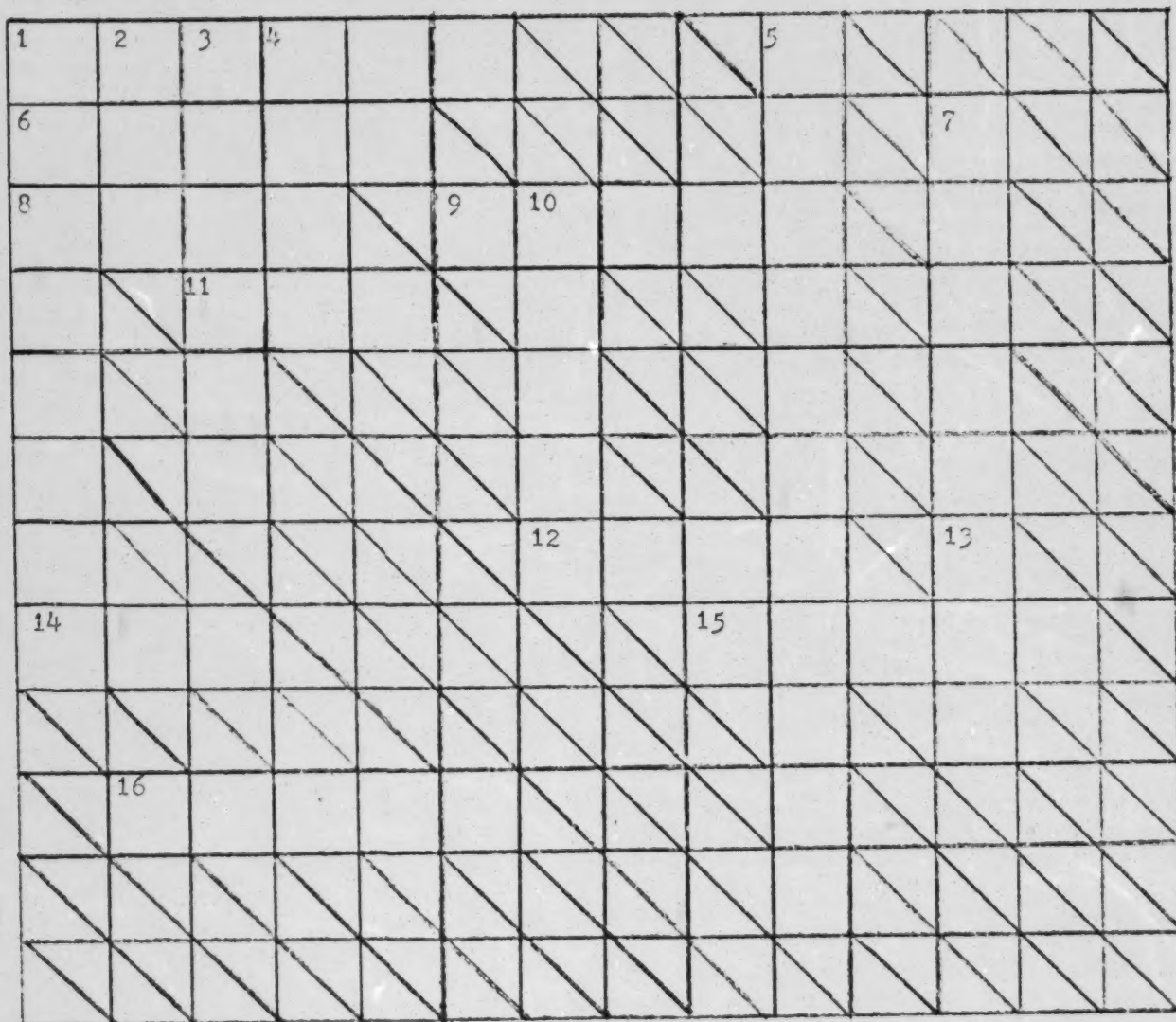
1. Billions in the sky at night
2. a period when something occurs
3. What Zodiac sign looks like this:
(hint: Cancer Leo Aquarius)
4. Study of Solar System, planets, stars
6. almost the same size as Earth
9. What Zodiac sign looks like this:
(hint: Aries Leo Aquarius)
10. smallest plant
14. A constellation often seen
(initials M.W.)
15. of, from, or having to do with the sun
16. the homonym of too and two
17. The sun gives us _____
19. What did Halley discover?
20. meaning equal night

Down

1. The limitless area through which the Earth, Sun, Moon, and Stars move
5. The third largest planet
7. The largest planet in the Solar System.
8. An imaginary belt in the heavens that includes the paths of the moon and the principle planets.
11. Scientists use this instrument to study stars, planets, etc. . .
12. The planet we live on
13. A theory not proven
14. Astronauts make trips there
15. Meaning sun stands still
18. The planet we are exploring

Puzzle by: Greg McRoy
Tom Reilly

"CAVE MEN"



Down

1. picture
2. to make a mistake is to _____
3. a yellowish orange shade _____
4. skeleton
5. ancient
7. stone age man
10. things that help put a machine together
13. male person

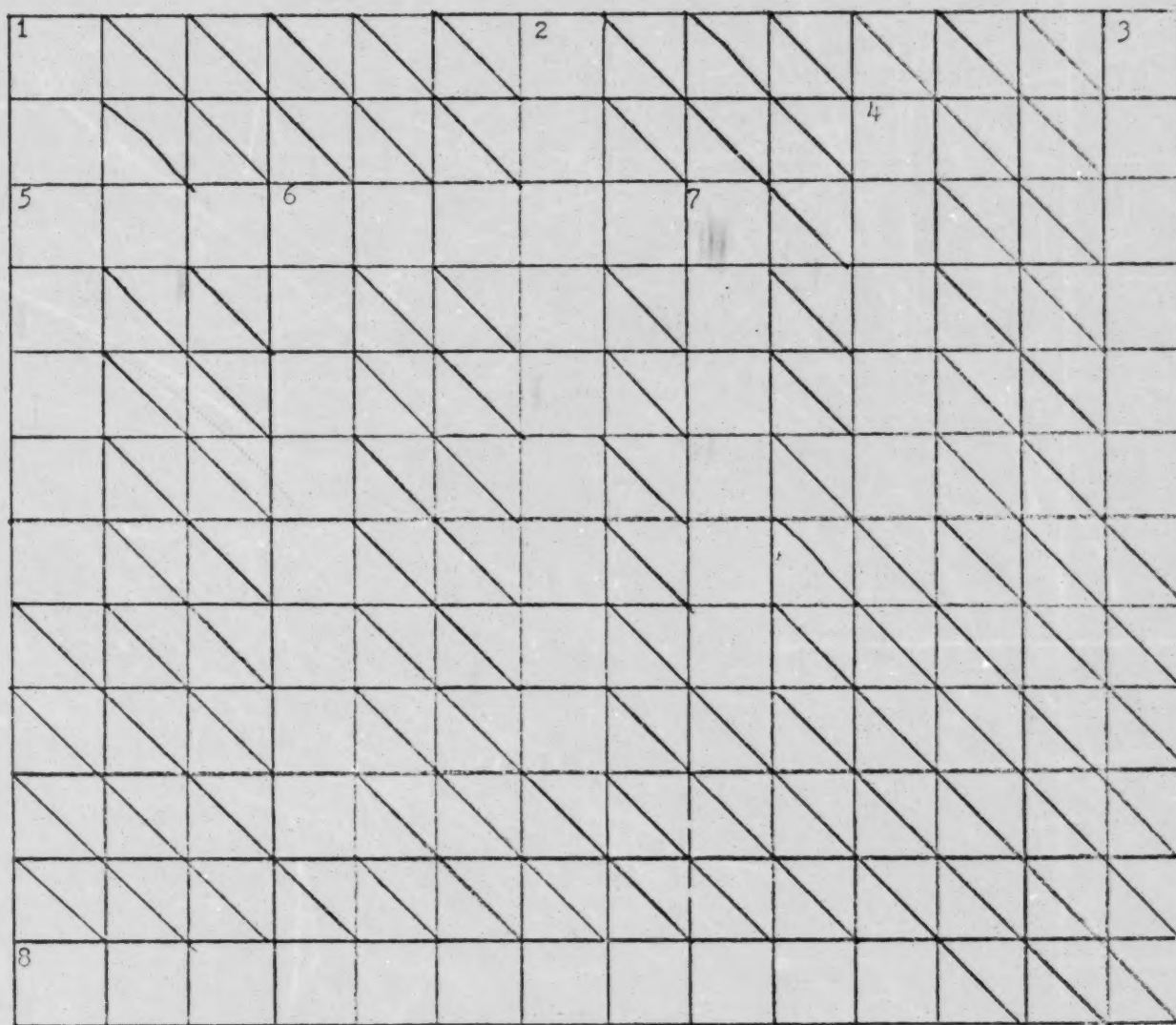
Across

1. a little rounded stone
6. bow and _____
8. a heavy, silver-white metal
9. a piece of rock
11. not old, recent model
12. sling _____
14. Father of Jesus
16. opposite of higher

#9

"SHAKES"

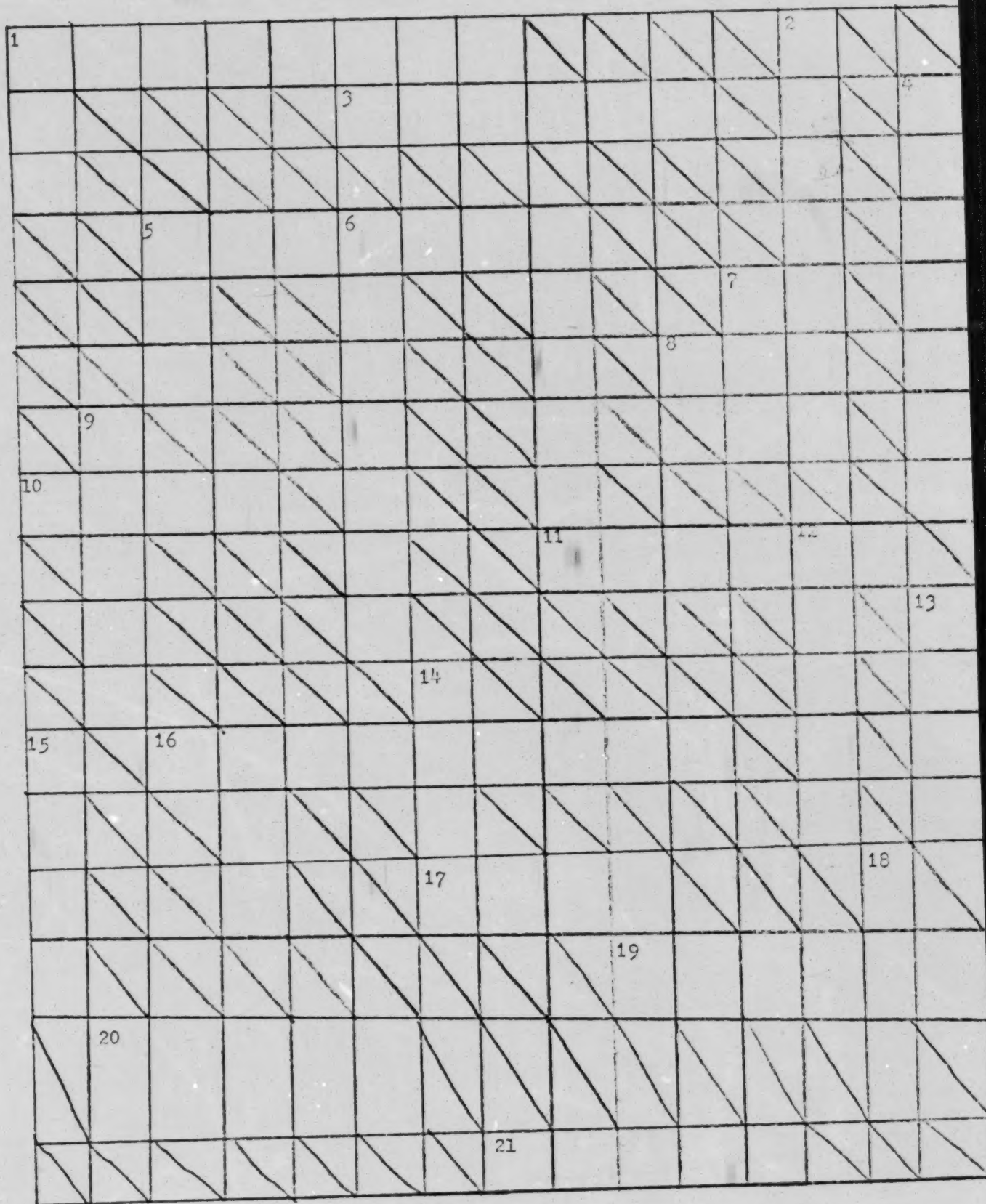
Puzzle by: William

Down

1. an animal with scales
2. a person who studies animals
3. does not walk, it _____
6. losing its skin
7. like worms
4. a snake bites the person and injects its _____

Across

5. Some snakes are _____
8. a long sleep



Across

1. something that carries his trunk
3. animals that kick
5. cats, birds, and dogs are all _____
8. something goes bow-wow
10. in the cat family, start's with L
16. something like a lizard
17. something like deer that starts with an R
19. something goes he-haw
20. it is in the bear family but is black and white with a black eye
21. it is in the bird family. . . it is a huge bird.
11. something that carries his house on his back.

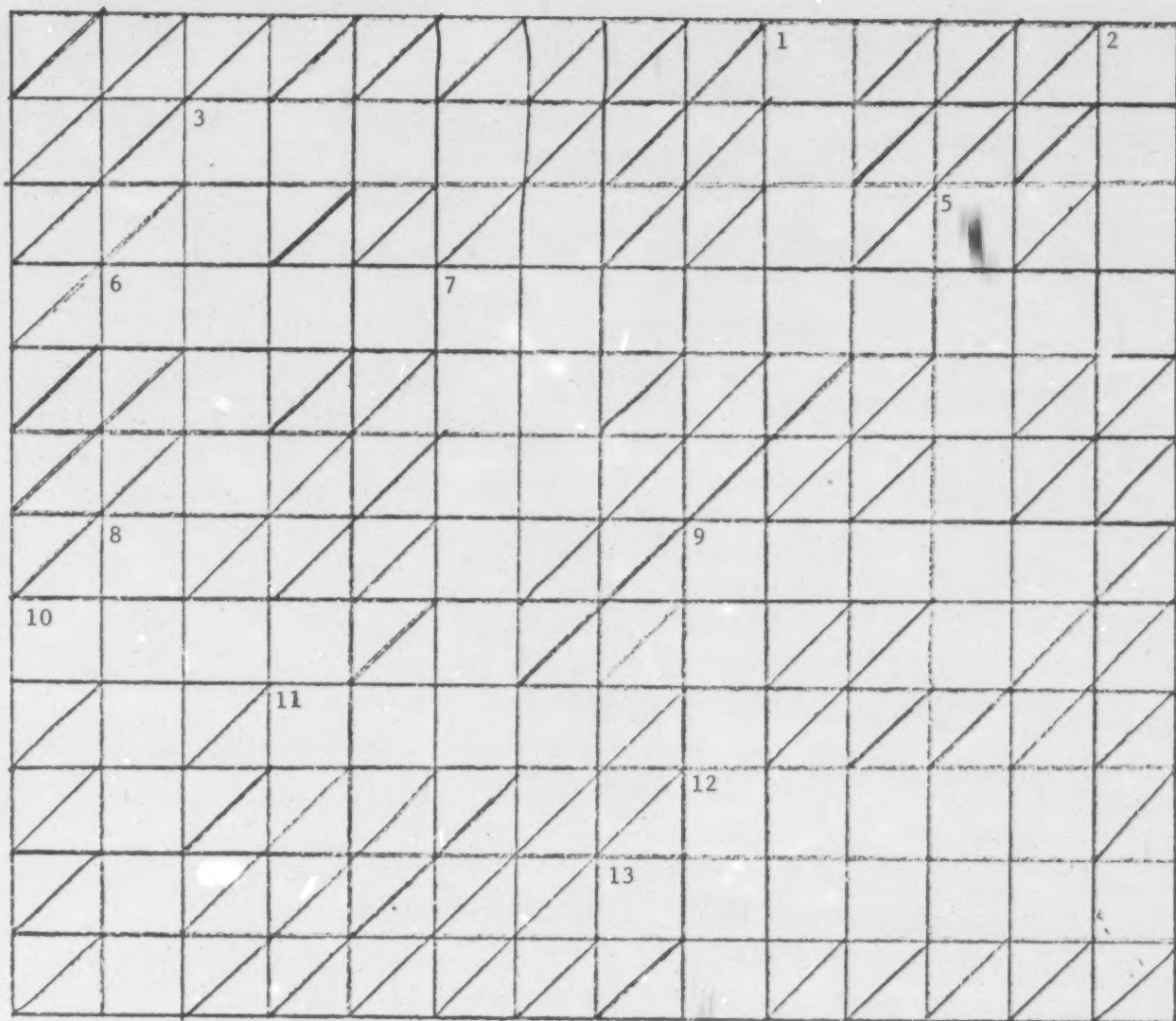
Down

1. a larger deer
2. catch mice
4. hard shelled animals
5. things that crawl
6. hang by their tails
9. it's in the cat family starts with t
12. somethings that go baa-baa
13. it has cubs for babies
14. it has a doe for its babies
15. the main word for billy goat
18. something that stings
7. something that goes moo

#11

Puzzle by: Rhonda Barger

"FOOTBALL TEAMS"



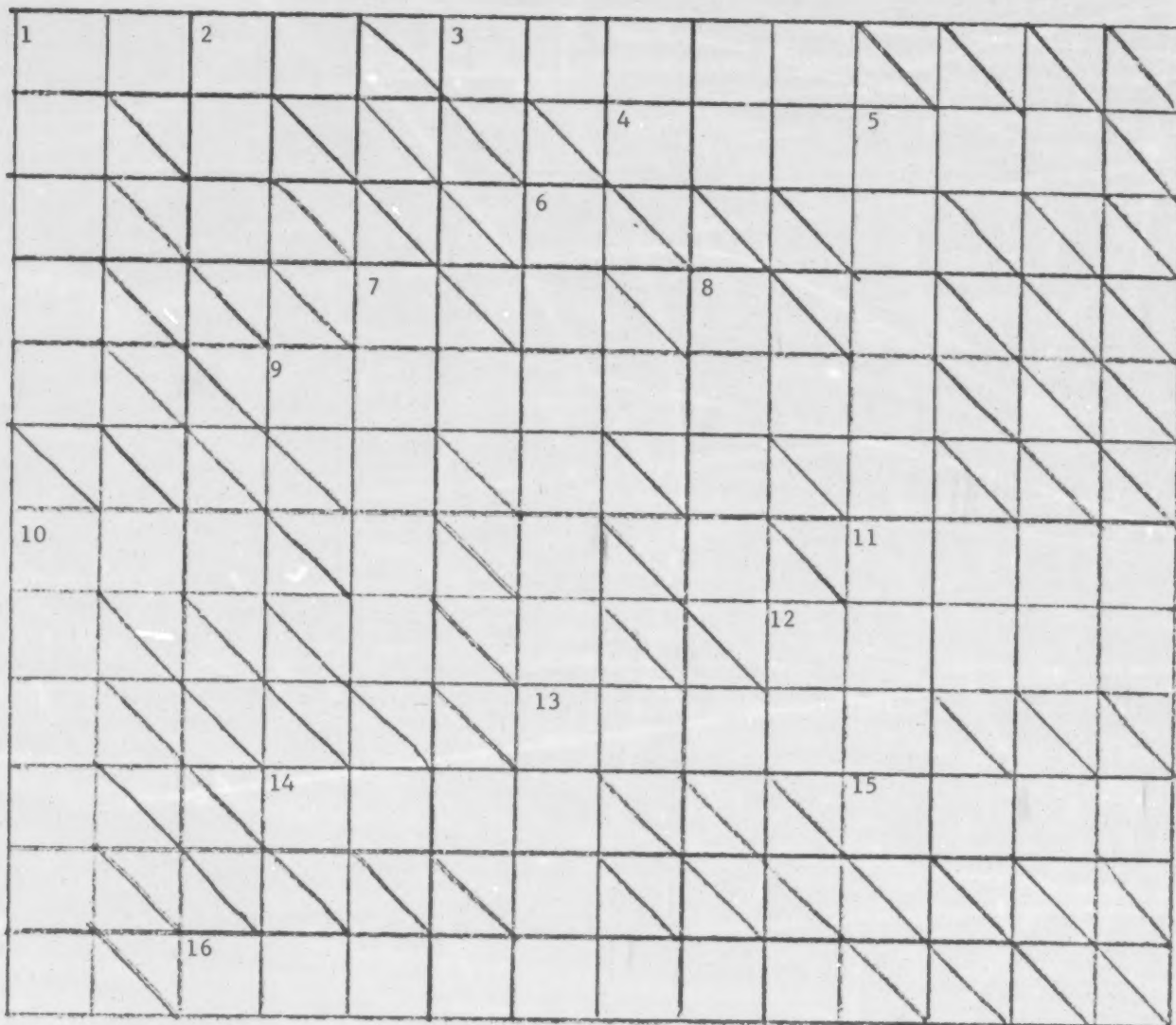
Across

- 3. Buffalo _____
- 6. title _____
- 9. Kansas _____
- 10. St. Louis _____
- 11. Detroit _____
- 12. Chicago _____
- 13. Miami _____

Down

- 1. Baltimore _____
- 2. New York _____
- 3. Cleveland _____
- 4. Los Angeles _____
- 5. Oakland _____
- 7. Denver _____
- 8. Green Bay _____

"BASEBALL PLAYERS"

Puzzle by: Tim
RandyAcross

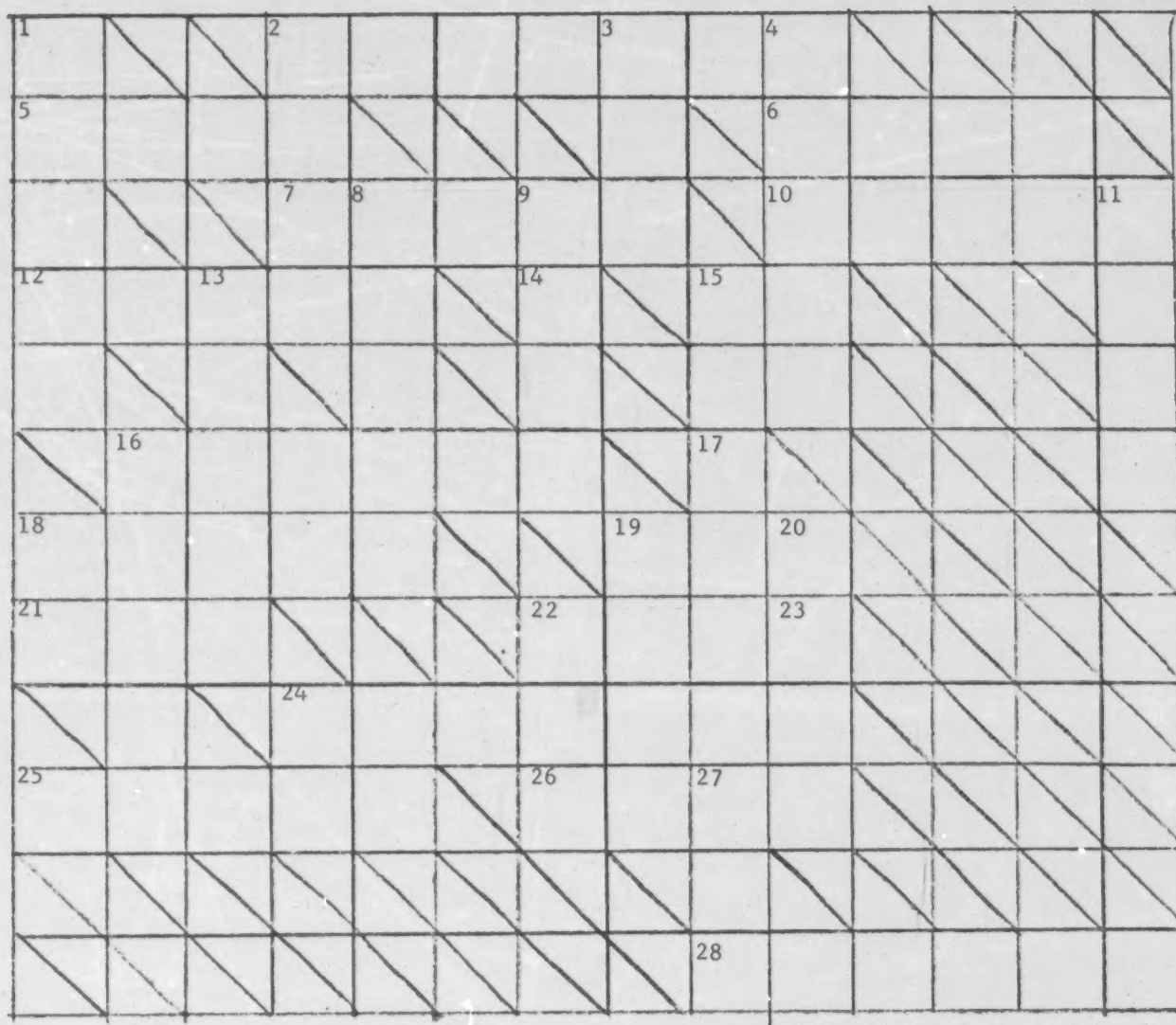
1. Boston's catcher Carlton _____
3. Best catcher in baseball _____
4. Great Yankee, _____ Mantle
9. this sport _____
10. Outfielder for White Sox, Carlos _____
11. Great Yankee, _____ Ruth
12. Left fielder for St. Louis
leading base stealer _____
13. Third baseman for Cardinals _____
14. Cincinnati's left fielder _____
15. White Sox pitcher Wilbur _____
16. Pirate's left fielder _____

Down

1. Oakland's new catcher Ray _____
2. Oakland's 3rd baseman
_____ Bando.
5. Minnesota Twin's star _____
6. Dead star of Pirates. _____
7. Star of the braves _____
8. Player on the Mets that has
hit 654 homers. _____
10. Retired star of St. Louis,
Stan _____

"SPELLING"

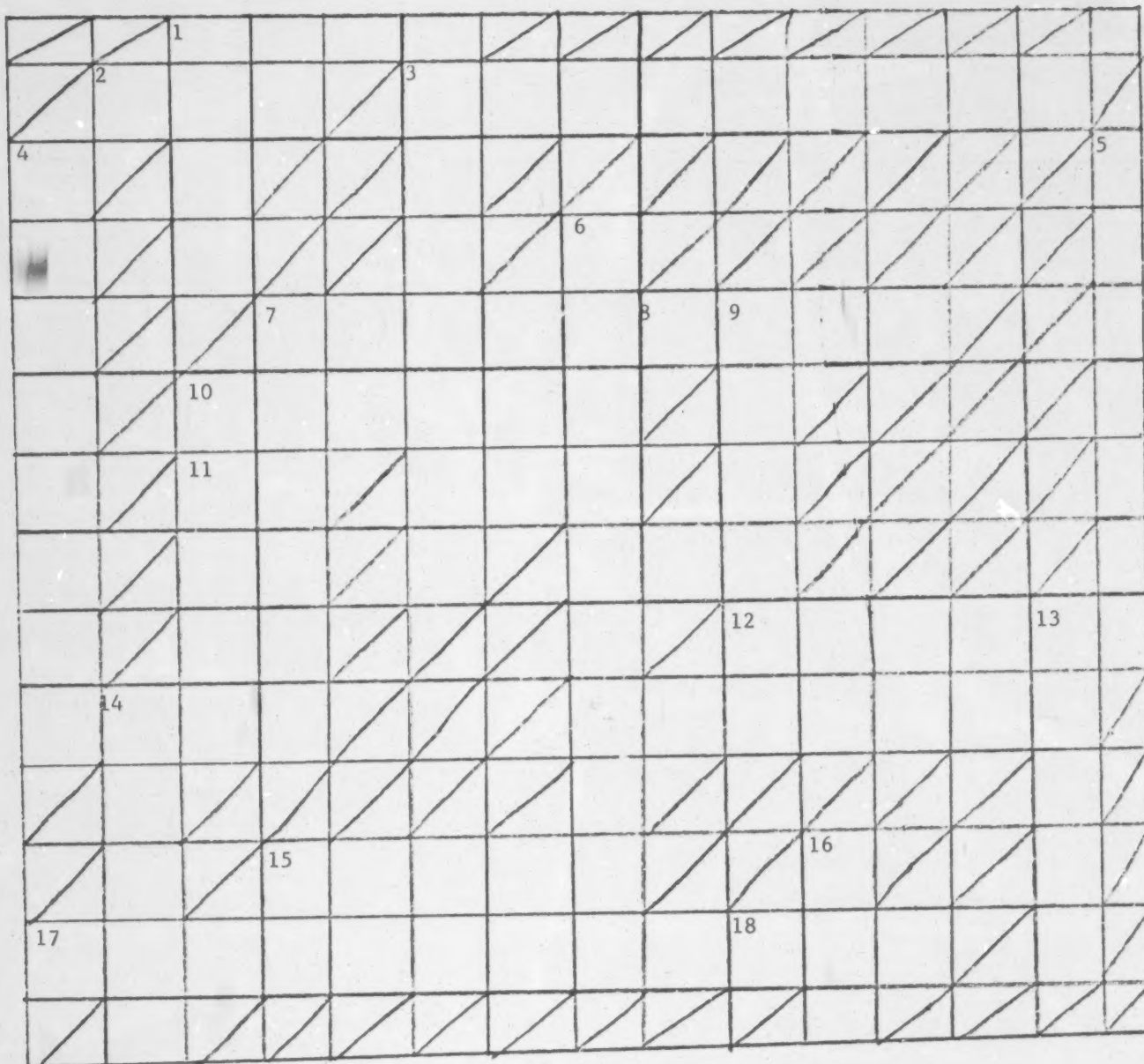
Puzzle by: Ellen Bloodworth

Across

- 2. not either
- 5. Great man
- 6. Still, not move
- 7. Digging tool
- 10. Sharp at the end
- 12. One who drives
- 15. Pronoun
- 16. Tricks
- 18. Used the broom for
- 19. Spider's home
- 21. Belonging to him
- 22. Rent
- 24. Farm animals starts with m
- 25. Having a sharp slope
- 26. Repair
- 28. Wax

Down

- 1. Storage buildings
- 2. Part of the face
- 3. Garden tool
- 4. Gets up
- 8. Make letters
- 9. Walls to stop water
- 11. The grapes are ____ and ready to eat
- 13. Ballots
- 15. Smarter
- 16. Fast
- 18. Consonant sound
- 19. Shrewd
- 20. Twist
- 22. Border on a garment
- 24. Pronoun
- 27. Take the "er" off of niper

Across

1. synonym of our
2. antonym of girl
3. ending of letter
7. gym _ _ _ _ _
10. pepper _ _ _ _ _
11. either _ _ _ _ _
12. cold _ _ _ _ _
15. sinders
17. salt
18. dog

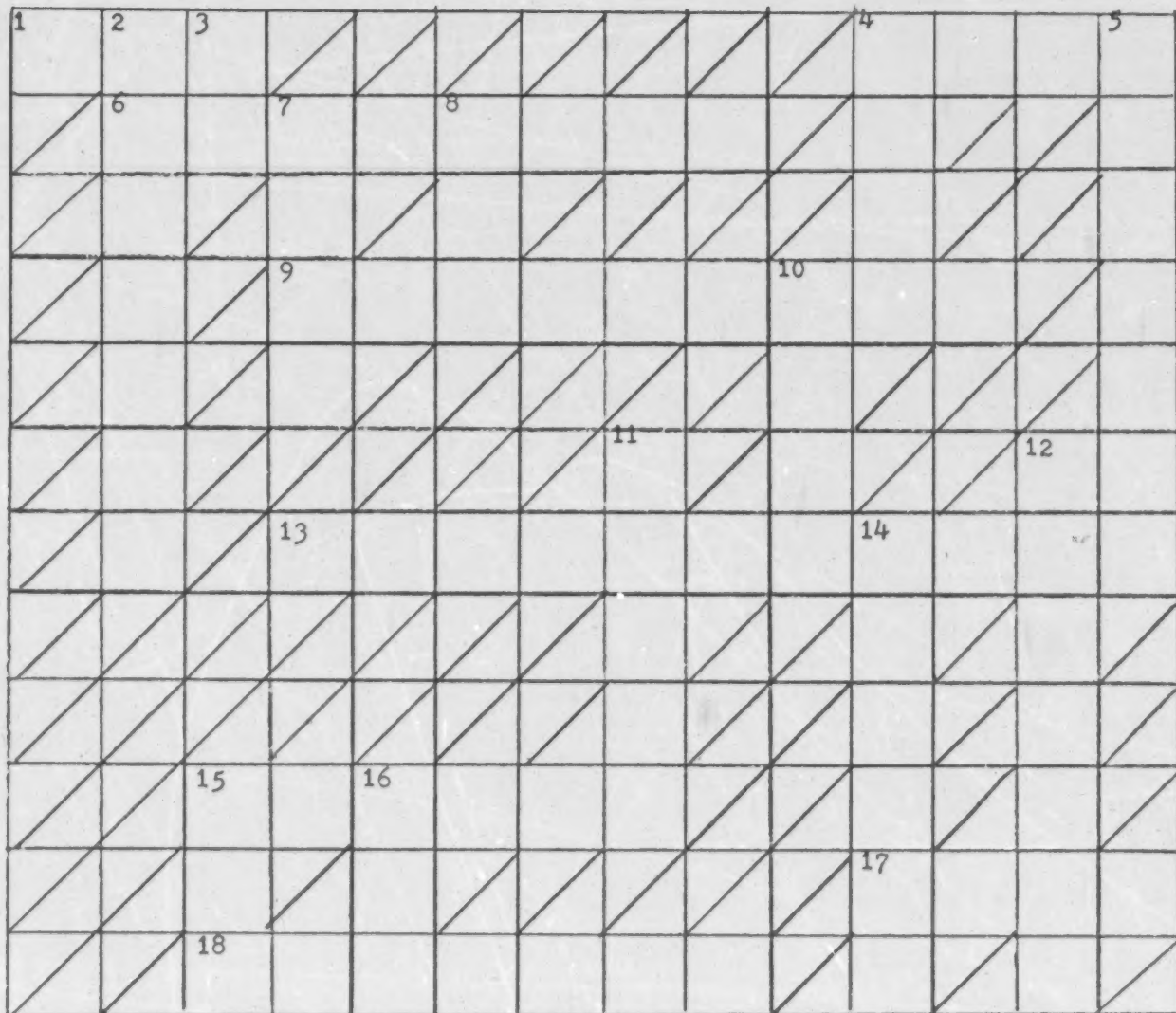
Down

1. Bible
3. important part of body
4. fair
5. United States of _ _ _ _ _
6. harmful
7. parking lot
9. bug
10. lettuce
13. hook
14. nail
16. permit

Crossword

Puzzles

Prepared by children in
the Sixth Grade Class at
Christopher Elementart School
Christopher, Illinois
April, 1973
Teacher: Karla McDonald

Across

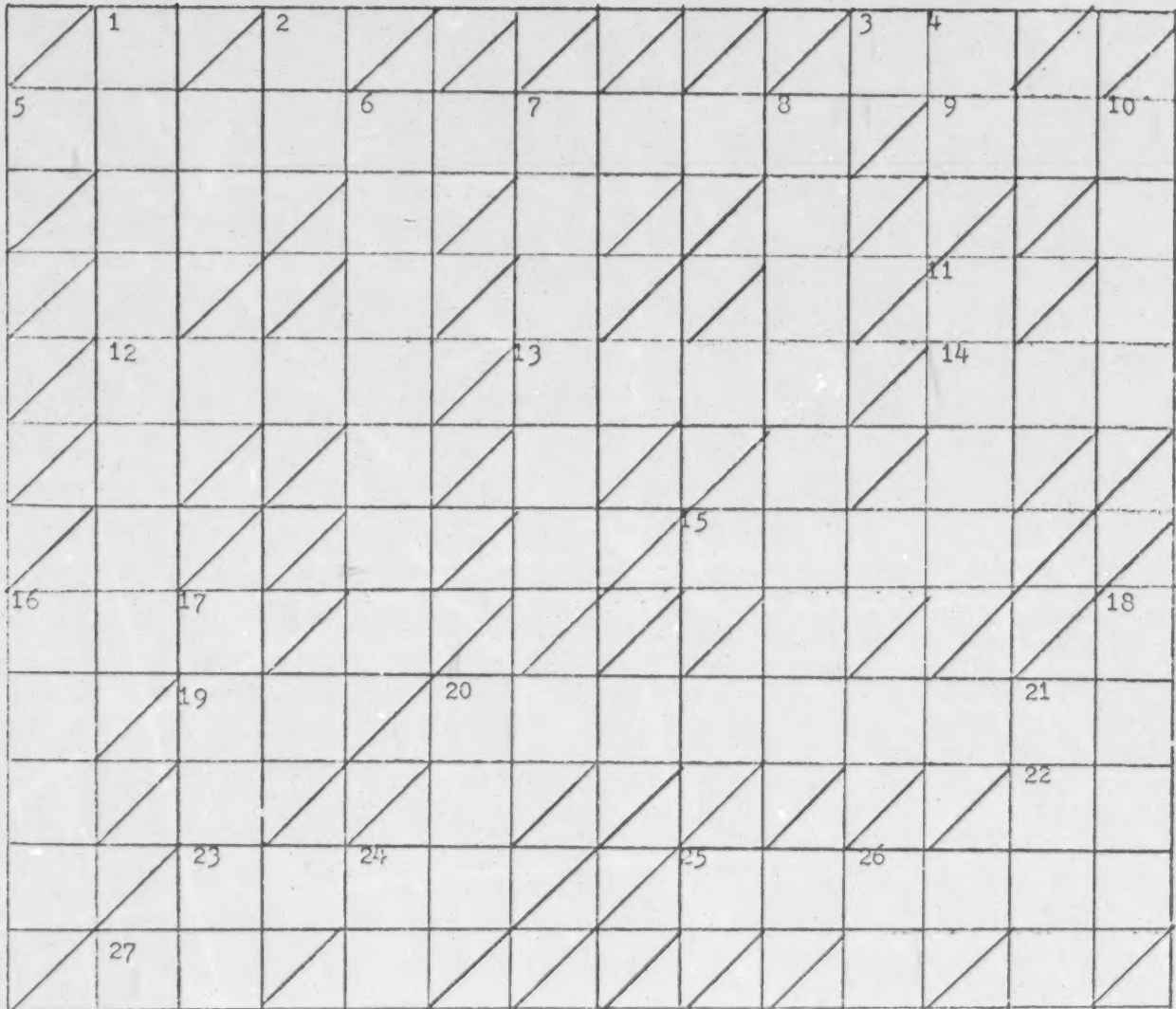
1. Maple Sugar is made from this
4. Same thing for S.D.S.
6. Orange & Yellow flowers
9. You eat the seeds of this Plant (compound)
12. A prefix
13. A Christmas flower
15. Good luck is finding a four leaf
17. A name of a college (slang)
18. An art of making pots

Down

2. Our country (U.S.A.)
3. What Hoss Cartwright calls Ben
4. Opposite of there
5. Dorothy (The Wizard of Oz) fell asleep from these deadly flowers
7. Yellow _____ of Texas
8. Fastest _____ in the West
10. Opposite of east
11. These flowers look like daisies
12. Please Don't Eat the _____ (a Flower)
14. Holland is famous for these flowers
15. Nickname for a policeman
16. Opposite of in

Puzzle by: Theresa Barnoerski
Kathy Cosnell
Lorie Derrington

#2

Across

3. Thus
5. Ornamental
9. Opposite of old
12. Appear to exist
13. Rip
14. Used in a pen
15. Bees live in this
16. A mother chicken
19. Indicative of be
20. Exploration
22. Opposite of out
23. Fingers are connected on to this
25. To grow larger
27. Subject of an impersonal verb

Down

1. A clear result
2. Ditto
4. Opposite of off
6. Boat and coat are _____ words
7. Straw, rushes, palm leaves
8. A putting into action
10. Seven days, one after another
11. Plant with a long, slender stem.
16. Perceive of the ear
17. Opposite of day
18. Cause to go
20. As well as
21. The firm outer covering
24. Opposite of yes
26. Opposite of na

Down

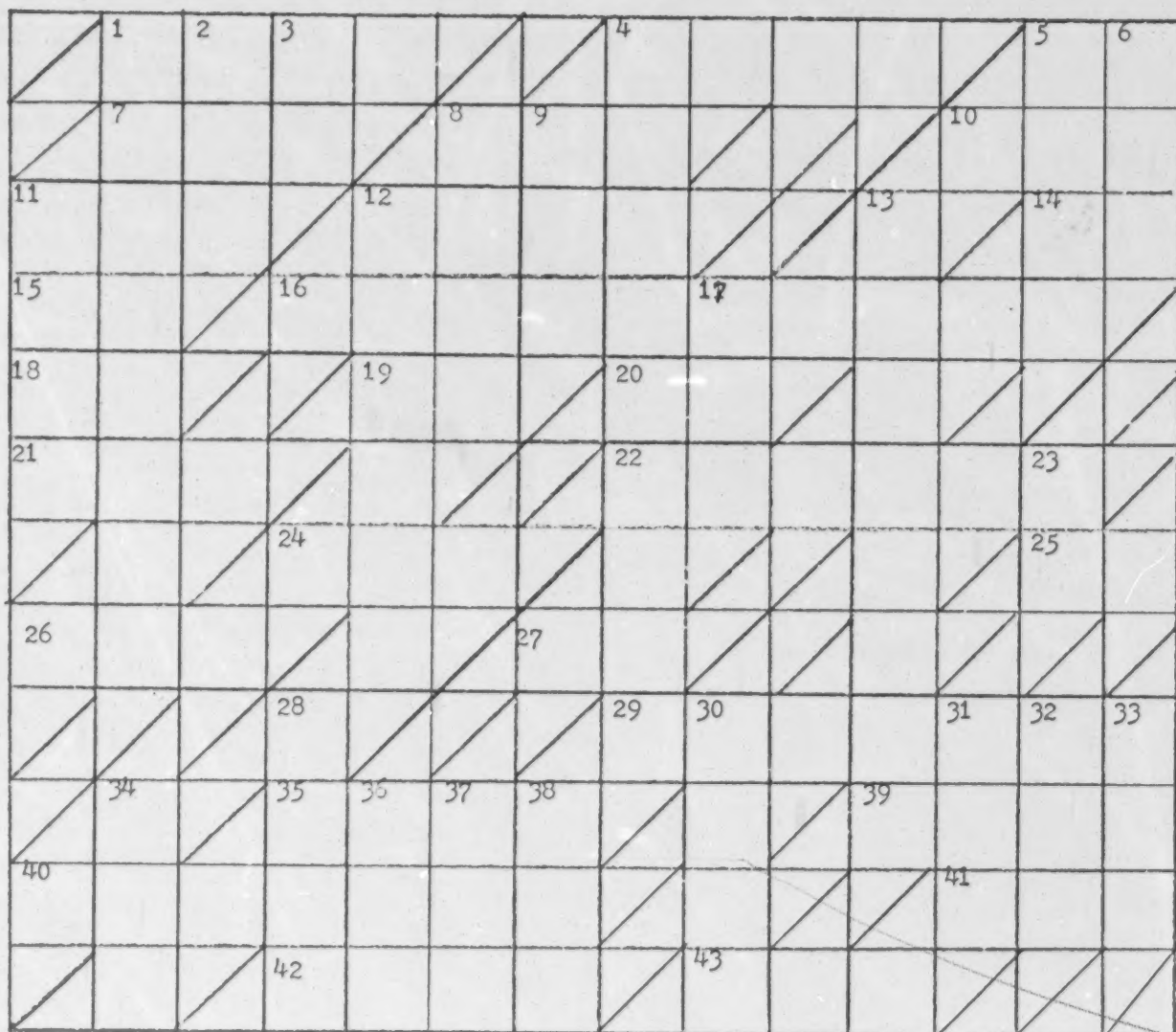
- | | |
|---|------------------------------|
| 1. another name for arithmetic | 20. unit used in measure |
| 2. either (2 letters) | 22. unite to measure a foot |
| 3. __, myself, and I | 25. opposite of down |
| 4. to put in between | 26. initials for Terry Lowes |
| 5. opposite of down | 28. a prefix |
| 6. initials for Mary Logan | |
| 7. she passed __ him | |
| 9. another math | |
| 10. opposite of high | |
| 14. three sided figure | |
| 15. flat figure having eight sides and eight angles | |
| 18. half of the diameter of a circle | |

#3 "MATHEMATICS"

Across

1. short for mother
4. When you're not smart
8. _____ you going
9. opposite of divide
12. same as tall
13. same as wide
16. animal that's in the tiger family
17. the inside of a circle
19. when you put something together with a certain word
21. opposite of off
23. to put together and it has to do with math
24. a round thing you could eat and comes from a tree
27. a full ball
29. $2 \times 4 = 6$

"BASKETBALL"



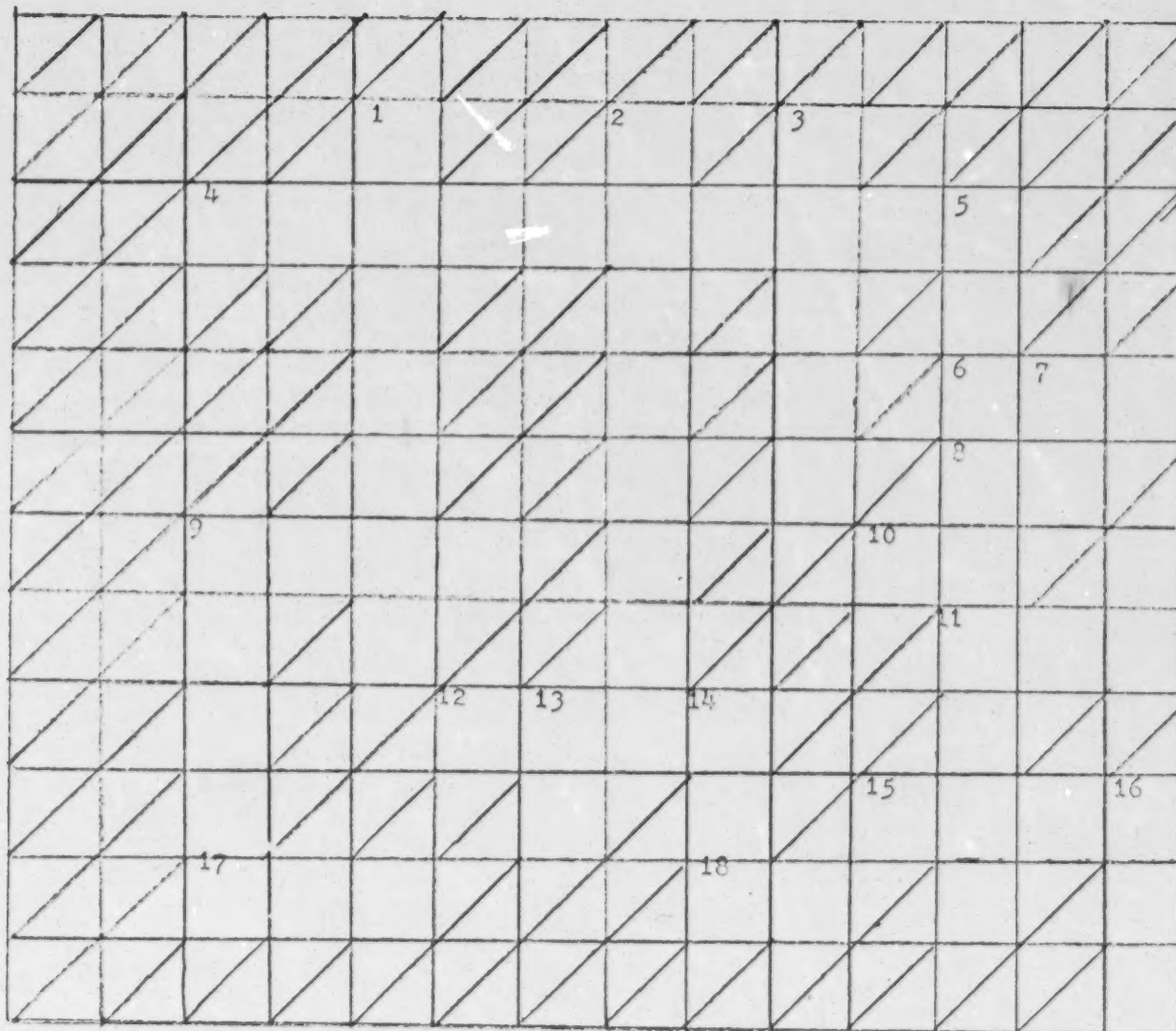
#4

"BASKETBALL"

BEST COPY AVAILABLE
DownAcross

1. One penny
4. A small cold-blooded animal
5. Abbreviation for France
7. Witch, Bitty
8. (Golf) 6 under _____
10. The tips at the end of foot
11. You use it to hit a ball
12. To drill through
14. Opposite of down
15. Either
16. A ball used in Basketball
18. To pester
19. Initials for Sandy Elk
20. In the direction of
21. To snib
22. A weiner
24. To lower
25. Coming from
26. Past years
27. Opposite of yes
29. Signaling
35. The softest rock
39. Left
40. Judge in basketball
41. Rope that hangs down from rim
42. Tamed animals
43. Hotel

1. To push when have ball
2. To feed face
3. Initials for Nancy Gunter
4. Place where shoot when fouled
5. To hit when don't have ball
6. Abbreviation for representative
8. To model
9. Noah's _____.
11. Small ship
12. To make 2 points
13. To walk with ball
17. Also
23. Leave
28. To walk one foot
30. Nickname for aunt
31. Group of atoms
32. Abbreviation for North northeast
33. To fetch
34. To gamble
36. Present time
37. To give permission
38. Abbreviation for Christopher Elementary School

Across

- 4.. two different ranks
- 6. also
- 8. opposite of yes
- 9. transportation on water
- 10. United States abreviation
- 11. It barks
- 12. reserved officers training corps (abbreviation)
- 15. infantry man
- 17. canine
- 18. opposite of from

Down

- 1. highest rank in army
- 2. fourth lowest rank
- 3. just above captain
- 5. move people
- 7. opposite of yes
- 9. has been cooked
- 13. opposite of off
- 14. it meows
- 16. opposite of no

BEST COPY AVAILABLE

Across

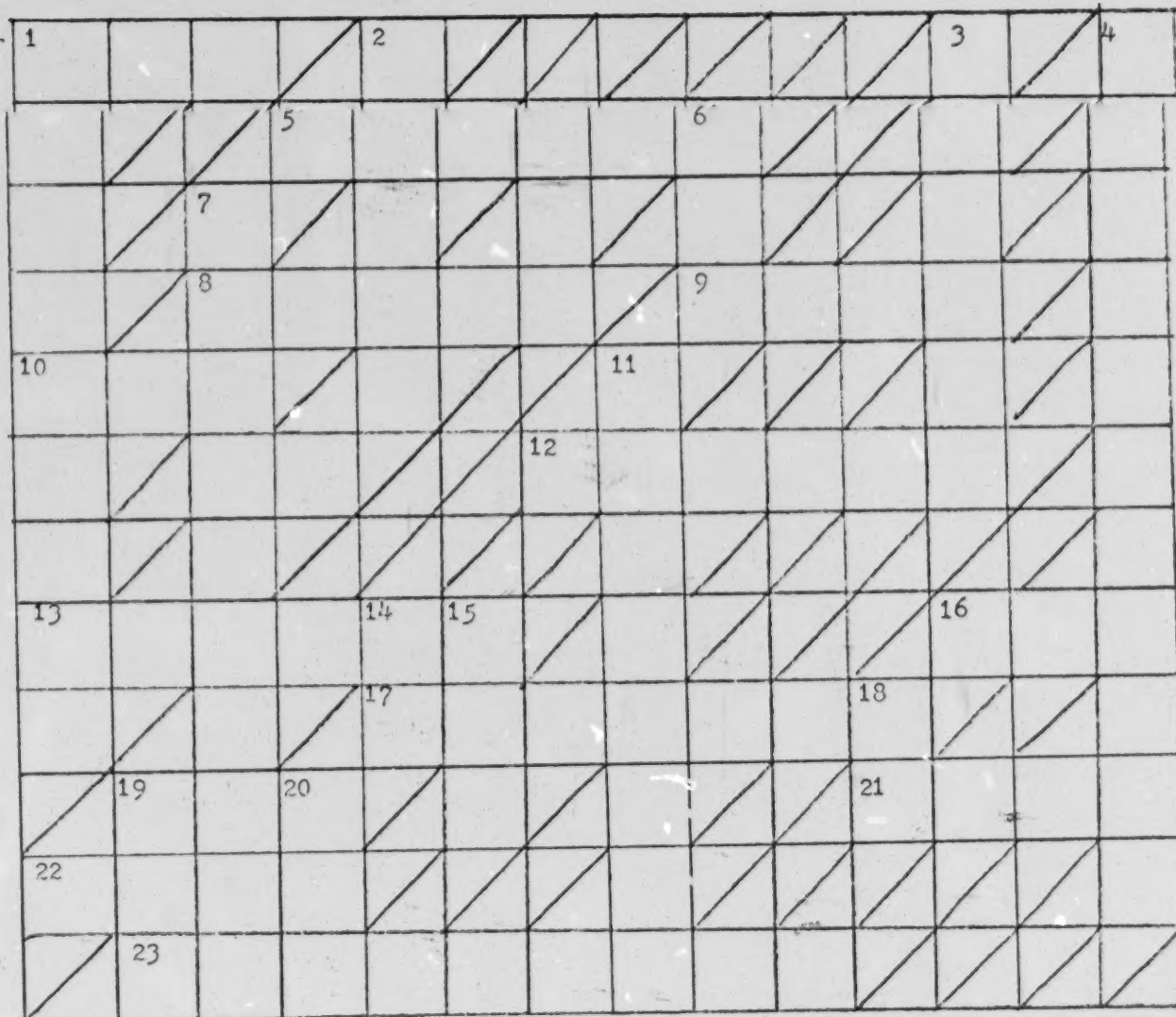
1. A bird with big lovely feathers
2. Initials for National Football League
4. A bird that has long legs and is pink
7. Smallest bird in U.S.A.
9. A parrot
10. A mineral with a chemical substance
11. A bird which is said to bring babies
12. A dog is the birds worst enemy
14. A small brownish-gray bird
15. A bird which can be a girl's name
18. Opposite of go

Down

1. A bird with a big beak and scoops up fish
3. A bird that rhymes with pinch
5. A hawk which lives in night
6. A bird which says "who, who, who!"
8. Initials for Robert Dixon
9. To cut grass
11. What ugly duckling turned into
13. The beginning of a plant
16. A vampires friend
17. When you lay down to sleep a little bit

"TEXAS CROSSWORD"

BEST COPY AVAILABLE

Puzzle by: John Blone
Ricky Holland
Kevin VoylesAcross

1. A rodent
5. Gulf of _____
8. A Spanish mission
9. Money (slang)
10. Past tense of run
12. Leading product
13. Physician
16. A baby's garment
17. Largest city
19. A small insect (color red and black)
21. Opposite of under
22. Synonym of nip
23. Famous cattle breed

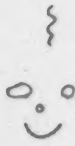
Down

1. A river on the Mexico-Texas Border
2. State Tree
3. Capital of Texas
4. State bird
6. Synonym of petroleum or gasoline
7. The battle in which Texas won its freedom
11. Nickname _____ State
14. Homonym of the letter O
15. Stroke
18. Opposite of yes
19. Pain, wall
20. 8, 9, _____

Words Used in Crossword Puzzles

<u>#1</u> pottery sap prep marigold sunflower clover poinsettias help de out America cop Pa here tulips rose daisies gun aster West poppies	<u>#3</u> mom re dumb TL are up multiply inch height degree width radius cat octagon area triangle and low on mathematics add by nut M.L. up shpere divider me or plus math	<u>#4</u> hotdog go tip S.E. to too ag handling basketball basket or boat up ark bore pose bat rep. toe foul par freethrow hag N.G. FR. charging cent frog eat	<u>#6</u> stop nap robin bat peacock pelican N.F.L. finch sparrow root catbird stork flamingo nighthawk wren owl mow gold R.D. swan macaw
<u>#2</u> hand and in send adventure night is hear hen vine live week ink exertion tear thatch seem rhyming new on decorative do so decisive expand rind no it pa	<u>#4</u> inn C.E.S. pets let net are referee bet gone get talc N.NE warning ion no ago anti of set step	<u>#5</u> yes Lieutenant cat and on no baked boat U.S. pup transport R.O.T.C. Major army Sergeant dog General to	<u>#7</u> bib oh Houston row Longhorns ten bite ail over ant no doctor RioGrande cotton pecan ran Austin loot Mocking bird Alamo oil Mexico SanJacinto rat lonestar

poems



by pupils in Mrs. Waggy's class

CENTRAL CITY SCHOOL
April, 1973

Prepared as a part of Project Follow-Up, a project funded by
Southern Illinois University at Carbondale, directed by
Drs. T.R. Shepherd and N.L. Quisenberry (El. Ed. Dept.)

POEMS

The following poems were written by pupils at Central City Elementary School, Centralia, Illinois. They were written on April 10, 1973, and the days following. They are called Cinquains; an explanation of a Cinquain follows.

CINQUAIN

- 1st line one word-name (noun)
- 2nd line two words-describes noun (adj.)
- 3rd line three words-tell what noun does (verbs)
- 4th line four words-tell feelings about noun (adj.)
- 5th line one word-noun repeated or synonym

POEMS ABOUT ANIMALS

Rabbits
very nice
They are pretty
They are very nice
hair
by Greg Piercy
and
Richard Johannes



mouse
steals things
eats to much
he likes to eat
horrible

by Ralph
and
Scott

"Dog"

dog
an animal
jumps, runs, walks
a nice pet, good
puppy

by Jennifer Jones
and
Angela Wright



pig
dirty, fat
root, sleep, eat
their good to eat
sow

by Kathy
and
Barbara

horse
big, little
run, eats, drinks
good, fast, big, homely
pony

If I had a horse I'd ride him fast through thee
air. My hat would fall off. Then take him home to his
stall. I'd feed him and comb him. Then I'd feed him
and put him to bed. Then say good-night and pat him.

by Shelley Harmening
and
Mike Crouch

fish
swim, skinny
eat, fight, bite
they fin you some
fish

by Mary Ann
and
Steve
and
Marlow



hog
messy, sloppy
short eat root
ugly porky fatty shorty
boar

by Kevin Black



pig
dirty, fat,
eat, play, sleep
make us sick, ugly
sow

by Jennifer Jones
and
Angela Wright

bees
they sting
fly, gather honey
they make good honey
wasp

by Teresa Voss

mice
very little
squeak, eat, sleep
small, furry and creepy
mouse

by Darrel M.
and
Teresa V.

pig
fat pigs
fat, sleepy pigs
dirty, rotten, nice pigs
sow

by Teresa V.
and
Darrel M.

Crow
mostly black
eat corn, fly
is a bad bird
bird
by Teresa Voss

rabbit
many colors
nibble, run, drink
they are very funny
bunny

by Darrel M.
and
Teresa V.

skunks
black white
sends out odor
keep away from skunks
squirrle

by Darrel M.
and
Teresa V.

lambs
fat, wooly
baa, sleep, run
nice pets, verry fluffy
sheep

by Teresa V.
and
Darrel M.

turtles
slow moving
walk slowly, eat
there o.k. for pets
reptile

by Teresa Voss



HOG
fat, big
worrier, fight, sleep
They are funny
fun to ride good to eat ugly lazy
gelt

by Kenny Phillip

horses
good horses
drink, sleep, eat
they are nice pets
ponies

by Teresa
and
Darrel



deer
lovely, beautiful
jumps, runs, eats
I like the deers,
doe

by Mark McCormick

pigeons
very nice
I love them
They are good pets
fantails

by Greg Piercy
and
Richard Johannes

"CAT"

cat
hairy, soft
plays, runs, scratches
It's cute, pretty, nice
kitten

by Jennifer Jones
and
Angel Wright

dogs
nice dogs
eat, drink, sleep
happy, mad, funny dogs
puppies

by Teresa V.
and
Darrel M.

horse
smart, dumb
eat, jump, kick
I think they're dumb
pony

by Mark Rudolph
and
Mark McCormick

hog
hungry, stinky
slop, fight, snore
I think they're ugly
sow

by Ralph
and
Scott



pig
fat big
eat, run, fight
their good to eat
hog

by Mary Ann, Steve,
and
Marlow

alligators
mean alligators
vishous, slimy mean
creepy, dangerous, man killers
crocidles

by Teresa
and
Darrel

hamsters
small animals
small, cute, furry
eats grain, fruit vegetables
rat

by Teresa
and
Darrel

hog,
fat, muddy,
eats, drinks, get fat,
they're good to eat, and fat,
pig, hog, sal, bor, litter

by Mark Rudolph
and
Mark McCormick

ants
red, black
crawl, scurry, climb
small, yucky, no good
insect

by Teresa V.
and
Darrel M.

lizard
slick, slimy
harmless, clean, wiggle
lizards are easily kept
alligator

by Teresa V.
and
Darrel M.

Snake
dangerous-nondangerous
eats earthworms, insects
keep away from them
reptile

by Teresa Voss



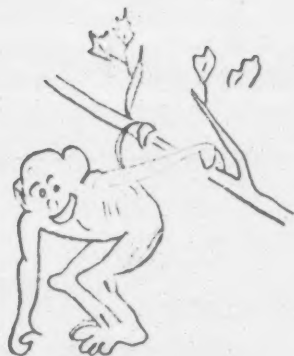
ANIMAL POEMS

BY Darrel M. and Teresa V.

ducks
many colors
waddle, paddle, quack
nice, sometimes they're mean
duckling



dragon flies
mostly harmless
land on water
I don't like them
fly



Monkeys
like people
climb swing chatter
good pet untidy wild
ape

ANIMAL POEMS

BY Teresa Voss

squirrels
long tail
climb, chatter, eat
small, furry, nice pets
sciuridae

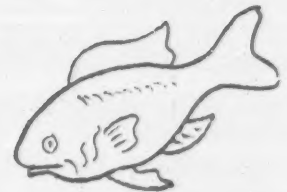
chipmunks
small furry
hibernate through winter
they are fun playmates
squirrel

frog
wary, slimy
swim through water
yucky, squishy and squashey
toad

kinkajous
bear like
hang by tail
makes a cute teddy-bear
bear

cats
small playful
climb, purr softly
they are good friends
kitten

goldfish
small slick
swim, get caught
they are good pets
fish



ANIMAL POEMS

parrot
colored bird
fly through air
I think nice pets
bird

by Darrel M.
and
Teresa V.

hog
fat pig
play in mud
I like the pigs
bore

by Greg Piercy
and
Richard Johannes

cat
pretty fuzzy
chase rats run
they like to meow
kitten

by Kathy
and
Barbara

pig
sloppy messy
eats, food, grass
stupid, messy, sloppy, fat
hog

by Shelley Harmening
and
Mike Crouch

dogs
skinny, fat
eats, bites, runs
they are very big
puppy

by Mary Ann, Steve
and
Marlow

skunk
stinkies, beautiful
run, eat, drink
They stinky to much
stinky

by Mark McCormick

hens
mostly white
they lay eggs
nice, mean, pretty good
chicken

by Teresa Voss

raccoons
very mistuif
get into trouble
don't like very well
coon

by Teresa Voss

"Dime"

Dime
silver, coin
you spend it
I think it's good
nickle

"Penny"

penny
copper, hard
you spend it
It's good to have
Nickle

"Nickle"

nickle
silver, hard
it is money
I really like it
dime

"Pencil"

pencil
any color
write with it
I like to use
pen

"Drugs"

Drugs
nasty, ucky
It's no good
I don't take them
pills

"A story about Drugs"

Don't take drugs they will hurt you. Some people
do and can't stop. So don't you even start, they might
hurt you.

POEMS ABOUT PEOPLE

"A Doctor"

Doctor
A man
helps you, fixes
he's nice, gives candy
nurse

by Jennifer Jones
and
Angel Wright

"Person"

Person
nice, helpful
teachs, reading, loves
nice pretty helpful--cute
Lady

by Rosie Van Cleve

"Teacher"

teacher
he teaches
he teaches people
he's a good teacher
teacher

by Ralph
and
Scott

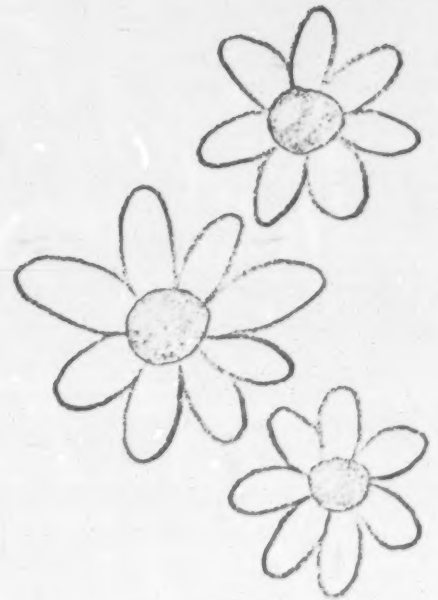


POEMS

"Flowers"

Flowers come in many colors,
red, yellow, pink and blue.
I think flowers are so pretty,
how about you?

by Rosie Van Cleve



school
boring rotten
making you sick
I think they stink
jail

by Mark Rudolph
and
Mark McCormick

P

O

E

M

Prepared by the pupils in
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Carbondale, Illinois

Prepared as a part of Project Follow-Up, a project funded
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Drs. T.R. Shepherd and N.L. Quisenberry (El. Ed. Dept.)

S

Fish
Gold fins, round eyes
Swims, eats, plays
We found him.
Goldfish
by Julie

Bird
Sleeps, nests
Eats, feed babies
He always flies
Redbird
by Donna

Peacock
Different feathers
Goes away, falling feathers
He looks good
Bird
by Robert

Frogs
Green, slimy.
Hop, croak, eat.
I don't like them.
Frog
by Gertie

Dog
small, heavy
licks whines eat
I love it a lot
Skippy
by Amy

Bootle himmer
Eig pointed nose
Eats, nibbles, licks
He has a long beak
Chiselbeak.
by Alan

Eig pig.
Flat nose tose.
I think he's dome
dome pig.
by Jim

Eig hogs
Very very muddy
Rolls in mud lots.
hogs.
by Diane Brown

Kitten
cute, cuddly
play, drinks, catnaps
I love little kittens
baby cats
by James Q.

Dresser-Drawer
Brown, wide
wheels around, opens
I don't feel glad
Clean
by Phyllis McCroy

Kangaroo
Grey, big
Hop, fights, hits
I feel glad
long
by Curtis

Elephant
Big, Gray
Walks, Eats, Breathes
It is a nice animal
Elephant
by Greg

Honey
Small, Yellow
Eats, Jumps, Plays
Happy, Swell, Loveable, Good
Honey
by Gretchen

Cow
Horns, tail
Walks, eats, moo
They make me happy
Cow
by Marie

Dog
Fuzzy, pretty
Barks, cries, walks
I love the dog
Pet
by Phyllis McGroy

Dog
Pretty, cute
Eats, run, bark
I feel glad
Tim
by Katrina

Poems

By pupils of Ms. Ing's Class

LINCOLN GRADE SCHOOL

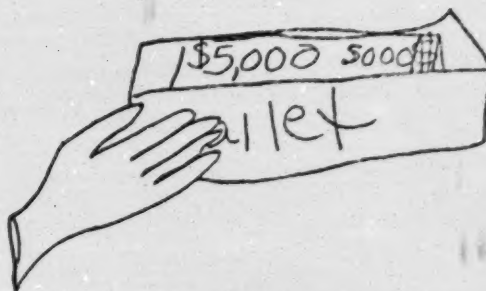
May, 1973

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Dead End Kids
Steals stuff
they swipe wallets
they are pretty bad
trouble

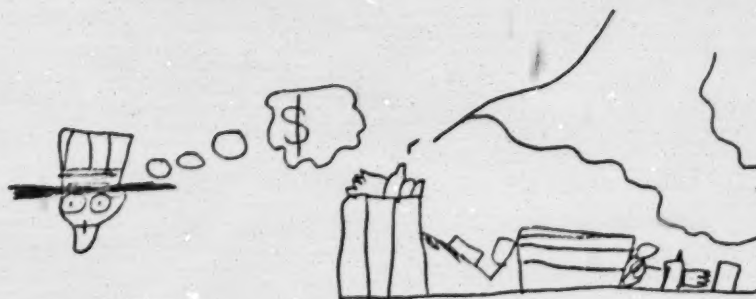
by Ed MC

John Paul Getty
short, rich
spends some money
he's fun to rob
rich
by Billy Baker



President
A Leader
Makes National Laws
They never keeps promises
Dictator

by Chris Mincheff



Slumlords
Their Poor
Keeps slums messy
I think he's dirty
Slumlords

by Tim Ponsetti

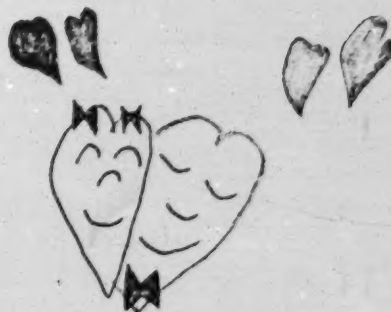
Spider-man
Bright Colors
He Fights Crime
I Think He's Cool
Person

by Allen McKeoun

Pig
Short Gigantic
Eats Table Slops
I Think He's Dirty
Hog

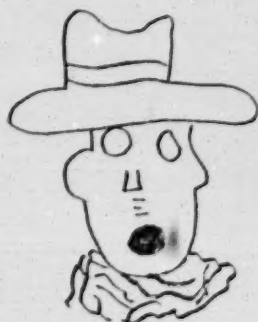
by Tom Swigonski

Love
Sweet, Friendly
Turns people on
I think it's O.K.
Friendship
by Mary Evlen Beasley



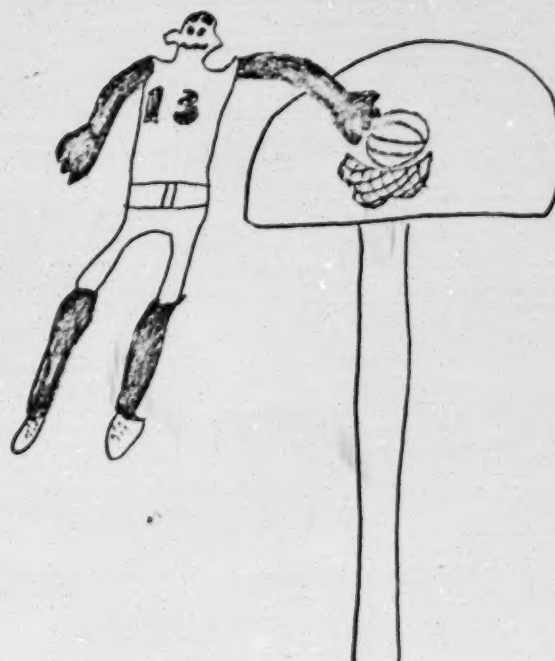
Boyfriend
Very Nice
Likes to kiss
I think he's tuff
Lover
by Patty Slayton

Clock
Hands, Numbers
Tells the time
I think it's useful
Clock
by Lisa Carlile



Sandman
Green yellow
Has a Gun
I think he's tuff
Person
by David Bolen

Hippie
Human Being
Takes Some dope
Needs More Scents
freak
by Jeff Taylor



Wilt
Tall, Thin
He Dunks Baskets
I love His Height
GIANT
by Patrick McDonald

Students
usually dumb
Asking Questions a lot
Like Them
Dumb Dumb's
by Robbie Lowery

School
A Prison
It Teaches Children
I Don't Like It
College
by Pam Higgerson

Cutpurse
All sizes
Picks all Pockets
I think He's neat
Pickpocketeer
by Todd Garner



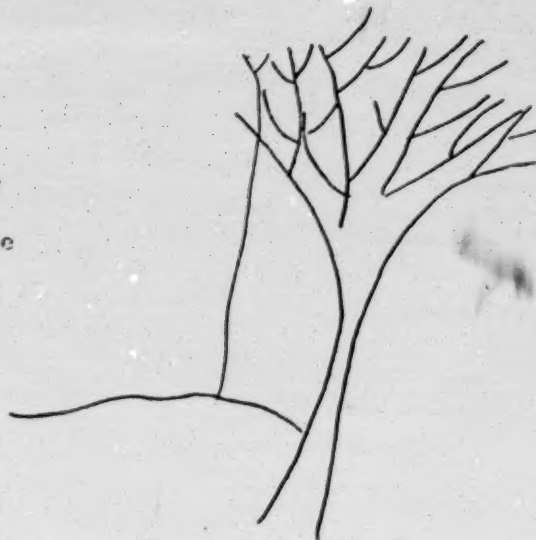
Bologna
It's terrible
It tastes awful
I think it smells
Cow
by Scott Smith

Alligator
Long animal
Eats a Lot
I think he's Yuk
Crocodile
by Gary Hathcoat



Turtles
Hard Shells
Walks Very Slow
I Really Like them
Slow Pokes
by Cindy Hebbeler

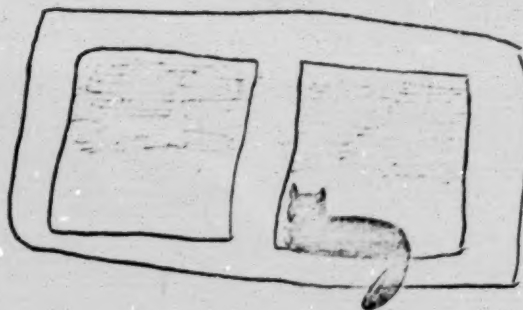
Porpoise
Small Whale
Swims A Lot
I Think He's Funny
Dolphin
by Janet Swope



Vine
a plant
hangs off tree
fun to swing on rop
rope
by Valerie Bauer

Cat
glowing eyes
sleeps in window
I think she's ferocious
pussicat

by Linda McCreery



Camel
Desert Animal
Doesn't Drink Much
He is Real Cool
Llama

by Alan Newman



Micky Mouse
T.V. Character
He Eats Cheese
I think he's neat
Rat

by Ray Minor

Bald Eagles
Black
He flys a lot
I Think he's cool
Bird

by Greg Tindall

Eagle
a bird
Eats a lot
I think they're neat
bird

by Robbie Lou Montgomery

P

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S

Dog
Big boy
Jumps. up 'n' down
He's a nice dog
Bolo.

by Charles

Butterflys
powdery, yellow
change, fly, zig-zag
they can fly fast
beautiful

Football
Jumping, diving
Makes us tired
Fun, dangerous and exciting
Kickball.

by Willie and Curtis

Kangaroo
Long legs
Hop, Jumps, Play
I think they're mean
Pouchy

by Curtis

Winter
snow, Santa Claus
snows, freezes, ices
It is very cold
white

Judo
chopping, throwing
it kills people
I think it's dangerous
Karate

by Willie and Curtis

Charlie
tall boy
He runs fast
I do like him
Friend

by Willis

Birds
red, brown
fly, walk, jump
I really like them
robin

Dogs
Long tail
Barks, bites, jumps
Happy, glad, excited, mad
Spot

by Curtis and Willie